

METHOD

THE

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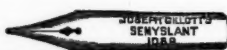
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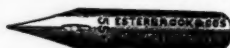
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THE SCHOOL JOURNAL

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School Economics---The Pupil.*

By WILLIAM P. EVANS, ST. LOUIS.

This age has improved on the past in economizing waste. The by-products in some manufacturing almost equal in value the direct. The railroads constantly increase their efficiency and the possible loads. The ratio of loss in the steam engine steadily decreases thru improvements. The difference between the successful and the unsuccessful business man often lies in the economies of the loose ends. Man, even, acquires polish, and this means that he reduces the friction of the natural or rough original. He moves easily among his fellows without clashing.

All attempts to reduce friction are efforts at economy. We find lubricants at work on all sides. The complicated is displaced by the simple; the indirect by the direct; the rough by the polished; the sham by the real.

Surely when all men are studying economy the teacher does well to examine his surroundings with this in view. After deciding the end he would attain comes the choosing of the route. Discretion would teach him to follow the line of the least resistance. This does not mean, of course, to let things drift. For we have already decided that he has an end to attain, and to arrive at an end implies a guiding hand.

In order to make a beginning in this discussion some premises are necessary. First, it will be admitted that the purpose of the work has been determined by the teacher or for him. Then a certain degree of ability for his calling must be granted. Surely these premises are not unreasonable altho one hears a great deal of croaking about it. For after all a great deal of the discussion about the objects of education is the rankest hair-splitting, useful merely to pad out addresses. Is it further to be conceived that any large number of teachers can be found without qualification for their work? The law of supply and demand works here as elsewhere, and it will be pretty generally found that teachers are worth what they get, and also that the higher salaries command the better talent.

In all school-room considerations the first and most obvious point of departure is the pupil. It is for him that the work has been created. This very evident point is, unfortunately, sometimes lost sight of. The parents, the book, self-interest, or the hobby may obscure the vision to so great an extent. Pupils are sometimes reproached with being so slow. They must be reminded of the same thing again and again. This should be regarded as a special dispensation for the teachers, for if it were otherwise one-third of the present number could do the work and the others would be seeking a livelihood elsewhere. The Smith boy is so slow that he must have "line upon line and precept upon precept." Consequently school must be kept until he gets the work drilled into him, and the demand for expert drillers continues.

Since so much hinges on the pupil he must have some rights, and these become a matter of great interest to his instructor. It becomes, also, a matter of some moment how best to smoothe his path and lubricate his bearings that he may be continued in his orbit a reasonable time. Else he may leave it at a tangent in some untoward moment with great risk to himself and the teacher. For may he not become an uncertain comet without due respect to the great central luminary, the teacher? And does not his absence cut down the number of subjects for the drill and even, it may be, for the blasting powder?

Having determined that it is best to keep him in

school, it becomes important to study the economics of the situation. A steady boring into the subject will reveal several lines of economy which may be summarized under three heads and for convenience in remembering, an economical device by the way, they will be called savings in his time, temper, and temptations.

Saving the pupil's time is a very fruitful, inviting, and almost exhaustless theme. To fully admit that it is a legitimate field of discovery is a large part of the victory. It may be well to premise that making speed does not always save time. "Haste makes waste" can be seen in many cases of arrested development but, unfortunately, the most interested parties often will not see it. Witness Mr. Dombey and little Paul. Many things that must be crammed at nine are taken without cramming and with evident relish at ten. Those teachers who want to take up child study may find a branch of it here that needs no printed blanks to fill up. The teacher may, at the same time study himself, and this will prove useful.

Most machines, for some unexplained reason, need rest at times and the wise business man is said to use this period when the plant is shut down carefully to take stock of material and situation. There may be a hint to the teacher in this matter. When the machine in his hands begins to run heavy time may be saved by shutting down and taking stock. He may thus learn where he is at, tho many people are said to get along without ever knowing.

An equally rich field for practicing economy is found in saving the pupil's temper. Some think that he has no right to a temper and go out after it. This will rarely be found the line of least resistance. One can see with half an eye that this is debatable ground, and champions of the old-fashioned savage with his faithful weapon wielded by his good wrong arm are starting up on every side. The question resolves itself to this: Has the pupil as good a right to a temper as the teacher? But, says the oracle, "Discipline must be maintained." To be sure it must, but how? If the daughter wants her father to get her a new hat she fortifies him with a chicken pie. If the teacher wants a raise in salary, he waits until the president of the board smokes half of that good cigar provided so guilelessly, and then proposes it. If there is a parallel in this to the matter in hand the proper person may put on the cap so laboriously fitted.

The teacher may have the power to beat down all hindrances and may want to prove it to all beholders no matter whether it is necessary or not. This seems most likely to happen when he is in a temper himself. The student of economy, however, will consider only whether this is a wise use of power and is not concerned in the teacher making a spectacle of himself. He sometimes displays a curious interest in synonyms. He finds, for instance, that there may be impediments or obstacles in his way. Both are hindrances. The former he removes, the latter he goes around. He first determines to which class of hindrance belongs the temper in hand and then acts accordingly. Thus he saves his strength for the normal conditions surrounding him. For, after all, he finds that the temper was only an aberration and that it gains most of its importance from anticipation.

This line of thought and action soon reveals a valuable fact. Most of our troubles are those that do not happen to us. They are those that exist only in anticipation and are sometimes called borrowed troubles. So when one decides to deal with those only that have come, he finds much more room for cheerfulness. This cheerfulness proves to be a wonderful solvent for home-bred tempers, whether caused by poor cooking or what not.

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The teacher's attitude toward this matter of temper has greatly modified in recent years and will continue to improve as wisdom grows. The old notion of an irrepressible conflict between the teacher and the taught is well nigh dead. There never was any sense in such a theory and the economical man does not fight windmills, mistaking them for giants.

Besides the right to his full, timely development and to his personality even when irritable, the pupil has a right to a wholesome atmosphere and this is created by the teacher. Some may deny any connection between the teacher and the pupil's temptations, but the facts establish it. Among other things, there may be temptations toward fraud, lying, bullying, cringing, sniveling, cant, irresolution, sham, uncleanness, and pessimism. Perhaps all of these things are latent in weak human nature but, if so, they need to be eradicated. Wonders can be done by the teacher with his good right example.

The line of economy here is for him to know himself, and knowing himself, to go confidently toward the end concealing nothing, confessing nothing. Concealing and confessing are equally useless, for the pupil judges as others do, by a more infallible test. The teacher is known by his works as other men are, and protesting too much affects pupils as other people.

The pupil has a right to an unobstructed development of the best forces within him. He has a right to be fitted with the spirit and purpose of the age that he may meet his equals on equal terms. He has a right to be made a square man and an optimist. He has a right to demand part of his preparation for life in the school-room. The wise teacher will thoughtfully, hopefully, reverently, shape his course, for the cry has already gone forth "Lead us not into temptation," and judgment has been pronounced against him that "causeth one of these little ones to offend."

An English Girls' School.

In one of the excellent reports prepared by Dr. Michael E. Sadler, director of special inquiries and reports in the English National Board of Education, there is given a sketch of the life in a preparatory school for girls which is very interesting as affording a basis of comparison with the corresponding schools in this country. The conditions here described seem to be fairly typical. The school contains nearly ninety girls, more than half of them boarders, the average age on entrance being just under eleven years, and on leaving fourteen years. The school is divided into ten classes of twelve or less pupils. The resident teaching staff consists of twelve mistresses and four students. There are also two visiting teachers (a riding master and a dancing mistress).

Health and Physical Training.

The girls get up at 7 A. M. summer and winter, and go to bed between 7 P. M. and 7:40 P. M. There is no school before breakfast. The head mistress considers the best hours for meals for girls of this age to be as follows: breakfast, 7:45 A. M.; slight luncheon, 10:15 A. M.; dinner, 1 P. M.; tea, 5 P. M.; slight supper, 7 P. M. Each lesson should last 30 to 45 minutes, one hour being too long for girls under fourteen. A good division of the morning work is as follows:

First lesson	-	-	half-hour, 5 minutes break.
Second lesson	-	-	half-hour, 10 minutes for luncheon.
Third lesson	-	-	three-quarters of an hour, 15 minutes out of doors, or if wet, at drill.
Fourth lesson	-	-	half-hour, 5 minutes break.
Fifth lesson	-	-	half-hour.

Any mathematical subject, especially for little children, should come first, or after a refreshing lesson, such as singing or handwork. Latin should come when the girls are pretty fresh.

The girls are under supervision all day, but there is some latitude; e. g., in the playground a girl may work at her garden or a few may start a game of their own.

In the boarding-houses the girls have some time every day when they can do as they please, tho a mistress is present.

Slight ailments are nursed in a sick room, others in one or other of two separate buildings; the one reserved for the nursing of infectious and the other for that of non-infectious complaints.

Organized Outdoor Games and "Latitude."

The head mistress experiences no opposition on the part of parents to compulsory games, nor has she, in five years, known of a serious accident arising from them. Compulsoriness of games is modified in favor of individual girls who possess pronounced taste of an open-air, but non-athletic order. Outdoor exercise in wet weather is insisted on in the case of healthy girls, but there is much opposition to this on the part of parents of day pupils. The playground dress is the gymnasium dress, with a warm jersey for winter and a thin woolen blouse for summer. One mistress is occupied almost exclusively with the playground and gymnasium. Other mistresses, but not nearly all, assist. The games' mistress was trained by a cricket professional. In summer one hour a day, on an average, is devoted to compulsory cricket, and in winter one hour a day, on an average, to compulsory basket-ball, played indoor or out, according to weather.

All girls who bathe learn to swim. In 1889, 82 per cent. bathed, and of those who bathed 90 per cent. could swim at the end of July.

School Library and Girls' Private Reading.

There is a small school library of which all the books are in constant use. Each house has its own library besides. Restrictions are placed upon the admission of newspapers and periodicals into the school and a list of what may be sent is supplied to parents. All new books are brought by the girls to the head mistress at the beginning of each term and no book is allowed into the play-room which is not initialed by her. There is a regular system of reading aloud, two sets reading aloud every evening. In the opinion of the head mistress girls are in no more danger of growing up without literary taste now than they were when books were not so abundant and cheaply produced.

School Management.

There is a head girl for each boarding house and one for the day girls. These are the heads of the school, performing certain duties week about, but always enjoying certain privileges. There is no corporal punishment. "Lines" are not set. There is practically no "keeping in." Fines are used for untidiness only. Punishment is not often used; the usual form is deprivation of certain extra pleasures.

A playground mistress, assisted by two or three others, is always present in the playground at games hours. At work there is always supervision. In the houses there is a head of each dormitory, and the girls are under the supervision of the housekeeper when getting up or going to bed. There is generally supervision in the play-room.

Restrictions are set on the spending of pocket-money. The girls write shopping lists, which the house mistress sees. The girls never go into shops. Buying and selling, and borrowing and lending money are forbidden. Hampers are not allowed, birthday cakes being the only indulgence of this kind. The girls have three regular meals a day, with light luncheon and supper.

The only "excesses" allowed are when parents come to stay in the place. Girls may then go to them from Saturday till Monday. Two or three girls at a time may pay visits to friends, unaccompanied by a mistress. Day girls, except little ones, go about alone.

Truly, a wonderful amount of "latitude." How many schools in America could succeed with so rigorous an organization? Yet the school here briefly described is quite popular in England.

Garden Work with School Boys.

At the School of Horticulture, Hartford, Conn.

Early in February, application blanks and report cards were ordered, and notices were sent to the school garden boys who had attended the previous year. Eighteen boys replied to these notices and made out their application cards. On March 1, they began their work. This class of eighteen was known as the advanced class and met on Saturday mornings. The first two months were spent in mixing the soil, planting the seed, potting, re-potting, and "pricking out" tomatoes and lettuce plants. They came every two weeks, but at first were divided into two classes, each class coming every other week during March and April. When the work outside began, they all came in one class. Very careful instruction was given them in the class-room and personal attention in the potting-room and the field. So well did these boys do their work, that scarcely a plant with which they had anything to do died. Great interest was manifest from the first, and the many of the Saturdays were very, very rainy, and some of the boys walked from two to three miles, many of them were neither absent nor late from the first of March until the first of October. Their gardens were ten by thirty feet, running east and west, and their crops consisted of two rows of corn, one row of potatoes, three rows of beans, one row of celery, one hill of watermelons, one hill of muskmelons, one row of tomatoes, one row of Swiss chard, one row of pansies and verbenas, one row of pinks, and one row of asters. In addition to these, they had rows of beets, radishes, and lettuce, which were constantly planted and re-planted during the season rotating from one to the other.

The first class of new boys began on April 28, and continued coming until after the exhibit of September 17. These boys came in classes of fifteen each from the different schools. On Monday we had a class from the Second North school, at four o'clock; Tuesday, at four o'clock, a class from the Arsenal school; Wednesday, at three o'clock, a class of the seventh grade boys from the Washington street school, and at 4:30, a class from the Northeast and Lawrence street schools; on Thursday, at four o'clock, a class from the Northeast and Brown schools; on Friday, at three o'clock, a class of seventh grade boys from the Arsenal school, and at 4:30, a class from the Brown school. On Saturday morning, at eight o'clock, the advanced boys class of eighteen; Saturday morning, at ten o'clock, ten boys from St. Joseph's school; Saturday, at two o'clock, a class from the West Middle school; and at four o'clock, a class of girls from the Arsenal, Second North, and Northwest schools. Each of these gardens was ten by twenty-five feet, running north and south, the rows running east and west. Paths five feet wide ran east and west from the ten-foot main path, which ran north and south on the east side, the entire length of the gardens. On the east side of this main walk were observation plots of wheat, oats, rye, barley, buckwheat, and flax; as the boys passed by these on every trip, they were lead to notice the different stages of development. They were also shown them mature in the class-room where a preserved sample of each of the different kinds of grain was hung up. In the class-room, one or two weeds were also taken up each week, the boys studying the seed, the flower, the mature weed, and the names, so that they might know not only the names of the plants they raise but also those of the principal troublesome weeds. There was a three-foot walk between each garden. The boundaries of each were marked out by a stake securely driven into the ground at each of its corners. In the front center of each garden was a label with a number upon it.

When the boys first come, they go directly into the class-room, where their note books are given out. Each boy's book is stamped with a large number corresponding to the number of his garden, and by this he is known.

In the class-room the boys are given careful directions which they write down from dictation or copy from the blackboard. Each one receives a package of seed containing just enough seed for the row. The boys then go to the tool-room. Here the tools are numbered in sets, consisting of a hoe, a rake, a weeder, a line long enough to go around the entire garden, and an eight-inch stick for measuring. Each set hangs by itself. The backs of the hoe handles are marked to feet for measuring. From the tool-room, they go to their gardens and there they are shown, individually, how to do their work. About ninety per cent. of the boys have never had a hoe or a rake in their hands before and it is absolutely new work for them and requires constant attention on the part of the instructor. As soon as a boy finishes his work, takes care of his south and west walks and has his garden in order, he may clean and put away his tools in their proper places, pick whatever produce he has to take home, make a record of his work in his note book, write down what he has picked, leave the book in the school-room, and go home. In this way the requirement for discipline is reduced to a minimum, for, as long as a boy or anyone else is kept busy, the discipline will take care of itself. As soon as they finish and have nothing to do, they go home, thus causing no trouble. More watchfulness is needed to see that they measure correctly, applying the mathematical knowledge they are obtaining in school, than is required for discipline. After the boys have gone, it is a simple matter to step to the tool-room and see that every boy's tools are in place.

In 1902, we had 163 gardens (besides fifteen more in vacation school), 145 of them for new pupils; and the tools, altho each set was used by the succeeding class, are, to-day, in better shape than the tools used the past season on many of the surrounding farms.

The girls had more flowers and less vegetables and seemed to enjoy the work as well as the boys. They often came from one to two hours before the time for the lesson and would go to their gardens to pull the weeds. From the standpoint of physical development alone, it has certainly been a great source of benefit for them. It is an indisputable fact that city girls get too little of the open air and sunshine. Work with a hoe or a rake is such, that it tends to induce deep breathing, and coming into such close loving contact with nature cannot fail to brighten their lives.

The fact that city girls cannot properly have the same open air freedom that even city boys have is an additional argument in favor of the school garden for girls.

As our land is very heavy, some of the work is rather hard, so that during the first two or three lessons it seems prudent not to try to accomplish quite so much with the girls as with the boys. After that there is little difference. The ages range from ten to sixteen.

One girl picked over 1,500 verberna blossoms, 624 pansies, 34 quarts of string beans, and 9 quarts of shell beans, 53 heads of lettuce, 195 radishes, 35 tomatoes, 36 beets, 1 muskmelon, 259 German stocks, and 319 nasturtiums. One boy's record is as follows:

School of Horticulture, Hartford, Conn.

SCHOOL GARDEN CLASS, NO. 29.

My garden has yielded the following:

Beans, shell.....	8 quarts.
Beans, string.....	12 "
Beets.....	52 "
Beet greens.....	36 "
Corn.....	48 "
Melons, musk.....	3 "
Melons, water.....	4 "
Lettuce, heads.....	40 "
Lettuce, small.....	20 "
Radishes.....	80 "
Tomatoes.....	20 "

FLOWERS.

Asters.....	—
Pinks.....	25
Pansies.....	16 bunches.
Verbenas.....	16 "

The advanced boys' gardens yield more. The amount that the boys have raised on these small lots is surprising. But it is not what they have raised that is of the greatest value to them. The physical training, the training of the eye and the brain, the training of the head, the heart and the hand (the three H's of the educational question) has a value that cannot be estimated. It has given many boys something of interest, when, otherwise, they would have been spending their time in the streets, if not engaged in mischief, sowing the seeds of future crime. Many of the boys have spaded up their little back yards and have had little beds of flowers and vegetables at home. We cannot tell where the seed thus started will stop bearing fruit. As a whole, great interest is shown among the pupils. Most of those who have dropped out after coming more than twice, either go to work after school closes or have moved away. Some of the boys preferred to give up their vacation in the country, rather than their gardens. This coming in loving contact with nature cannot help but make them better, truer, and nobler citizens.

The expense has, so far, been borne by the Rev. Francis Goodwin, who gave the land for the school and erected the buildings. As this is a private enterprise and not connected with the city schools (altho we have been working in connection with them), it is proposed that we charge a small tuition, about equal to the value of the crops the pupils will get from the gardens. We also expect to have gardens for teachers.

On the back of the application cards are the rules, which are also on the inside of the covers of the books. These books are 4½ by 8½ inches, with thirty lines to the page and have manila covers. They are for use in the gardens. The following are the rules and application cards:

RULES.

Each pupil is required to

1. Be regular and punctual in attendance.
2. Keep his garden orderly.
3. Keep his record book correctly.
4. Leave his tools cleaned and hung up before going home.
5. Be courteous to all, and, if absent or late, furnish excuse from parent or teacher.

If anyone repeatedly breaks these rules, his relation with the school will terminate.

School of Horticulture, Hartford, Conn.

APPLICATION TO THE SCHOOL GARDEN CLASS.

Hartford,....., 190

Name.....age.....years.

Nationality or descent.....

Parent.....

Occupation.....

Residence.....

From what school.....grade.....

Principal.....

Remarks.....

Educational Principles.

By SUPT. A. H. DIXON, Albany, Ohio.

I believe:—

- (1) That this is a world of law.
- (2) That the highest aim of man is to live in harmony with law.
- (3) That education is a means to an end.
- (4) That the end of education is to render the individual capable of living in harmony with law.
- (5) That the work of the teacher is to assist in rendering the pupils capable of living in harmony with law, physically, mentally, morally, and spiritually.

Second Grade Reading.

By ALICE ORMES ALLEN, Massachusetts.

The child enters the second grade with a considerable vocabulary; a knowledge of the forms and names of the letters, and a ready and interchangeable recognition of the script and printed form of words. I have seldom, if ever, found a child deficient in these last two respects, tho the dimensions of his vocabulary, being dependent on so many things, may vary widely.

The three tasks which a second-grade teacher sets herself at the beginning of the year are—to get him into a habit of clear speaking and distinct enunciation, to lead him to read thoughtfully, and to increase his vocabulary.

An item also not unworthy of thought and consideration is his standing position as he reads, and directly associated with this, the cultivation of confidence and dignity in his poise.

In this he will be most helped by being required to stand at the front of the room, facing his class. I also encourage my children to run lightly to their place. The exercise serves as a safety valve for restless children and a welcome muscular change for tired ones, as well as economizing time.

At the beginning of the year, drill work, of necessity, occupies a more conspicuous place than toward the end of even the first term.

A lesson with my B class in September was preceded by a careful and thoro drill, often on as many as forty words. These were written on the board in the morning lesson, not previous to it, but while the story progressed.

At that time the morning period was entirely devoted to preparation, and only the afternoon one to reading from the book.

I wrote the words as I talked over the lesson story, and each word was either the answer to some question I asked the children, or the important word or group of words in the sentence as I talked, as for example "into the forest, behind the house, across the fields, a dangerous animal." This is a good way to forestall the insidious isolation of words which is so large a fault of primary reading. I wish now that I had done more of it but I did not then so keenly realize its value.

Mere naming of words is not in itself a thrillingly interesting process, and many were the devices which I tried to rouse enthusiasm and spur the children on to victory thru this valley of dry bones.

One that seldom failed was "being teacher." Oh magic sesame! The chief glory of this consisted in holding the pointer and having the privilege of calling on some one to recite. Dick pointed to a word he knew and called on Joseph to name it. If Joseph did so promptly and correctly it was his turn to wield the scepter, and choosing another word, call on someone else.

When every one had had a turn I took the pointer myself and, skipping rapidly from one word to another, had the children name them in quick succession. Sometimes I would call on one child to name several. Words that proved especial stumbling blocks were reverted to again and again till I was sure, or thought I was, of their conquest.

The purely word drill was usually followed by some sentence work. I would say, "Now I want you to tell me something about the story," and point rapidly to several related words as, perhaps, "lark, field, wheat," which the child would embody in some such sentence as, "A mother lark lived in a wheat field."

If I pointed to the word "lark" alone and asked, "Who lived in a wheat field?" the child would usually say "A lark," and I would be obliged to say, "Tell it *all*," in order to get a complete sentence. I have insisted on this from the first, but it has taken constant reminding to get the desired results.

Not second, but equal in importance to the drill work in word recognition is the recognition of groups of let-

ters forming syllables—and I called them syllables then and there.

The first day of school we had a new word containing the syllable "er." I used the word "her" to show them its sound, and so we were helped in the harder word. I wrote "er" on the board and reverted to it whenever we came to a word containing it.

The next day I asked them what "e-r" said and what the word was that we had learned yesterday.

Each day I added another syllable and reviewed those already tabulated, till after a while there was quite a long list, among them "er," "ir," and "ur" (which they discovered had the same sound), "tion," "ing," etc.

We occasionally had a quick exercise of this sort. "e-r says er, as in her, i-n-g says ing, as in sing."

I also called their attention to the fact that a silent "e" at the end of a word makes the vowel long; this, after we had learned that there are five letters, a, e, i, o, and u, called vowels. I kept them in mind by having the children frequently indicate the vowels in a word. They did this more in spelling than in reading.

We had occasional exercises to illustrate the effect of silent "e," taking a list of such rhyming words as "cat, hat, mat," and adding "e," then renaming them.

Within a few weeks they began to see that where there are two vowels together one of them is usually silent, and the sound of the word is generally given by the first one, as "oa" in boat, "ea" in each, etc.

The mechanics of reading occupied so large a part of the time during September, October, and November, especially in the B class, that sometimes it seemed as if, reckoned by pages, we were accomplishing very little, and indeed, with that as a criterion, we were.

But the seed of that earlier harvest has begun at last to sprout, and the children are now largely independent in studying out new words.

When we come to such a word as "rough," which has no phonetic solution, I tell it to them, unless they are familiar with "tough," and can get it by comparison with it, but with such a word as "prey," I tell them that "ey" in prey has the same sound as in they. When we come to a new word with an unfamiliar combination of letters we write a rhyming list, to fix it in mind.

Nowadays fifteen words is the maximum in our word drill, and with a few exceptions word drill itself is simplified to a matter of a single naming. Often there are not more than eight or ten words, and if there were no slow children it would be half that number, but I include words familiar to most of them for the benefit of the few backward ones.

Drill work, from the first, has taken much less time with the A than with the B class, which is half a year behind.

I have found it helpful with them to have an occasional exercise in hunting words. We open our books to the page assigned and I name some important word in the first paragraph. The first one who finds it stands and embodies the word in a sentence. It need not be expressed exactly as in the book, but must give the thought of the book sentence.

Sometimes I give an exercise in merely naming words, as "What is the third word in the fourth line of the second paragraph?" This has also a minor value which is obvious.

In the A class we spend more time getting at the meaning of words. Children often use words which are utterly meaningless to them, and often the words whose meaning you take for granted is clear to them are curiously misinterpreted in the children's minds.

A teacher's average experience in meeting difficulties in primary reading is perhaps rather that of slowness in recognizing words than anything else, but there is a greater difficulty which awaits her as the reading advances, and one which is more difficult to cope with.

A child may be able to name every word in a sentence and yet fail utterly to grasp its meaning. This is sometimes the fault of the author of the book, as in the case of a reader which the A class are now using, in which

the sentences are frequently inverted and otherwise expressed in unfamiliar phraseology. It could be wished, let me here insert, that every grade reader might be written by a teacher, who not only had the gift of language, but also a practical experience in reading in the grade for which the book is intended. But since we must often accept conditions as they are, suppressing the heretical tendency of a protest and hampered by the limitations of a reading schedule, let us have the courage of our convictions as far as discretion allows.

There is no virtue in having a child, for the mere discipline of the thing, struggle thru a reading lesson that is far beyond his ability. A teacher is sometimes helpless when this is the case of an individual child, for she cannot keep back an entire class for a single child, but when a lesson or a book proves to be beyond the depth of a whole class then it is time for her to consider and, like the good cow, chew the cud of sober reflection.

The lesson should be skipped; the book laid aside entirely or allowed to lie fallow till later in the term, unless the teacher has the time and deems it profitable to give a double allowance of preparation and drill work.

It is far better for children to have too easy reading matter (and is not that "too easy" a much misused term?) than to struggle drearily thru such Dismal Swamps as these.

Right here let me advance a plea for review reading, and plenty of it. At the beginning of the year I had an advance lesson in the morning and we reviewed it in the afternoon. This was in November and December. I often called on a child for the same paragraph he had read stumbly in the morning, and sometimes we both smiled when it happened—but he smiled because he thought it a lucky chance, and I smiled because I knew he thought so—and it wasn't.

My A class now are reviewing a book they read weeks ago (while the regular reader rests in its own dry dust), and they read with a keen relish, and the best spontaneous expression I have had this year.

I think one of the problems which teachers of all grades have to meet with is the unsuitability or dryness of the material they have to use.

The B class are now reading "Great Americans for Little Americans." It is the hardest book they have had and yet, excepting one other, they are doing their best reading from it.

Their interest in the stories is so keen that they just dig out the hard words, and they remember them. They are determined to conquer them because they want to know how the story turns out, and they do not let them stand in their way any more than you do the uncut leaves of that thrilling novel.

If only some of these writers might be condemned to listen to reading lessons from their own perpetrations!

Glib, but thoughtless, reading is perhaps hardest of all to reach. There are children who will read a sentence so glibly that a misplaced emphasis, is the only clue to their ignorance of its meaning. Such children will perhaps inform you with a charming air of confidence that "the old bear climbed up a tree and he stayed there until it was dark." This may not, at a casual hearing, be so apparently perverted as the statement that the soldiers "laid down their guns and swore," rendered guns and swords in the unrevised version, but for the child who reads thoughtfully and is hampered by the limitations of his vocabulary, salvation is sure and shining tho it may not be cyclonic in the swiftness of its approach, and the child who reads thoughtlessly is often very hard to reach from the fact that he doesn't care how he reads so long as he can call the words.

Enunciation is an important feature which must not be overlooked in the lowest grades.

A child may know pudding when he sees it and call it "puddin"; he may recognize windows and talk of "winders." He must be made sensitive to these mispronunciations.

At the first of the year no one's feelings were hurt

by these things, but now they resent such mistreatment of the Queen's English, and call the culprit to account as if it were a personal grievance.

Finally, brethren, I believe that intelligent reading (and is reading without intelligence reading at all?), is a matter of visualizing and the child who looks thru the word symbols as thru a window, is the child who sees *light*—and *Reads*.

Any boy who can say "Fourth of July" without an illumination of the countenance is convicted of sin by the tenets of this faith.

Charlie, who has eaten green apples—and seen the doctor since, cannot even look in the face of that particular combination of letters without a reminiscent qualm and a surreptitious rub of his round little stomach. Fat little Fritz discovers chocolate cake in his lesson with a greedy gurgle of delight, and points it out joyously to Dick across the aisle.

Emma's voice may be inadequate to the demands of the occasion, but there is a beatific expression on her stolid moon face when she reads about the doll with pink cheeks and real hair which May found in her stocking Christmas morning. Trust her to read it to you, too, tho she may flounder hopelessly over the "coral reefs which busy little workers build far down below the surface of the water," and you may have to fish her out to save her from certain destruction.

If interest does not emanate from the reading itself then it must be created from the outside. It is obvious that this is not the natural, tho it may be the only possible way.

But there *must* be interest to insure live reading, and all means are fair means to this end, if you have to resort to gymnastics and stage settings to effect it.

Interest, with children, as with their elders, is largely created by the discovery in print of things and events which are a part of their own personal experience.

Why does Ralph beam over any allusion to sailing craft, save because he is a born sailor?

Why does John implore with his eyes to read the next paragraph, pertaining to ponies? Has he not a pony of his own which he would like to spend all his recesses telling you about? And so it goes.

Yet these same children can read of fossils with stony indifference, of larvæ without a thrill, and stalactite formations do not move them to laughter or to tears. Is it because there is no romance, no color, no fervor in these things, or is it because they are dry details of unexplored realms, which they are asked to gaze upon thru the cold glass of science, and expected to enthuse over like embryo professors.

When Tom, Dick, and Harry have become enthusiastic thru personal investigation over bees and butterflies then these same inert larvæ will begin to wriggle and show signs of life, and when they have gone stalactite hunting or experimented with limestones and acid, the stories about them will have some significance, but unless such reading follows the experience is absolutely valueless and even in its happiest aspect it is far from meritorious.

Reading-books, by the nature of the thing, were never intended for instruction, and much valuable time and energy will be conserved when publishers see this.

We dramatized Æsop's Fables in September, and so barely survived them, but Æsop's Fables can scarcely be called instructive to infantile intellect—nor are they exciting *per se*.

When our standard authors and our most successful and gifted instructors begin collaborating for grade readers then we shall have material worthy its purpose and there will be a new Day-Star of Hope for discouraged teachers.

Here endeth the Second Reading.



In Rome, during 1902, 2,901 children under 16 years of age were sent to prison. Sixty-two were not yet ten; 372 were between ten and thirteen, and 1,024 were between thirteen and sixteen years of age.

Visit to a School in the Ghetto.

The lesson reported below was observed at School No. 4, at 203 Rivington street, New York city. The school is situated in a very crowded district of the metropolis. Some conception of the homes from which the pupils come can be arrived at by a walk thru the surrounding streets. These are filled with venders' carts of every description, from those containing fish and poultry to those with stores of aprons, suspenders, oilcloths, etc.

The venders, themselves, are grimy, bearded foreigners, shouting in a piercing voice, their German, Russian, or Yiddish lingo.

The difficulties met with in teaching children of this parentage are at once apparent. Among the 1,300 children in attendance scarcely one hears the English language spoken at home. Hence, great care is taken to insist upon the child's giving all his answers in the form of sentences.

To impart any appreciation of the beautiful to this class is an almost herculean task. Yet the observer attended a lesson on the moon, given to a class of first year girls, averaging from seven to ten years of age, that was really charming. The young teacher brought out the grace and beauty of the moon with a vividness that at once captured the interest of the class. No report in cold type could possibly do justice to the lesson, but the notes given below will show something of the plan of the work at least.

Many of the children of the school are forced to assist their parents after school hours, so that the school period is by many looked upon as a time for relaxation and fun. But in spite of this the order and spirit of the school is a pleasant one.

Story of the Moon and Diana.

Delightful lesson on the moon, followed by a charming talk on the Greek myth of Diana was observed in a first-grade class of the same school. This class, consisting of more than fifty children in one of the most crowded districts in New York was taught by Miss Rhoads Doyle, a young graduate of the Normal college, class of 1902.

* * * * *

Teacher.—One day last week I started out on a walk. The sun had set, so I could not see the pretty birds or flowers, and the trees seemed to be black. At first, I thought I should have to give up my walk. Then suddenly a soft light came into the sky, and I could see the flowers and the trees. Do you know what gave that soft light?

Child.—The moon gave that soft light.

Teacher.—Who can draw a picture of the moon? Think what it looks like.

Child draws at board (

Teacher.—I have seen the moon look like that. Then it gave only a dim light. How would you draw it if the light was bright?

Child draws on board: ●

Teacher.—What do we call the moon when it looks like this?

Child.—A full moon.

Teacher.—Who can show another way she has seen the moon?

Child.—(At board) ●

Teacher.—Very good. Does any one know what we see now?

Child.—Half of a moon.

Teacher.—Not half of, but—

Child.—We see a phase of the moon.

Teacher.—Yes, we always see a phase. But what was not quite right in Mary's English?

Child.—We see a half moon.

The children were then drilled in pronouncing half.

Teacher.—What do we see after the full moon?

Child.—We see the old moon.

Teacher.—Who remembers the song about the man who went to the mountains with something over his

shoulder to shoot an eagle? What did he have over his shoulder?

Child.—He had a bow and arrow to shoot the eagle.

Teacher.—Who can draw a bow and arrow?

Child draws a bow and arrow at board.

Child then points at teacher's direction, first to the bow and then to the arrow.

Teacher.—What else on the board looks like a bow?

Child points to C

Teacher.—What is that?

Child.—That is the picture of the old moon.

Teacher.—What does the moon look like when it has two horns?

Child.—It looks like a bow.

Teacher hangs up a sketch of the moon and a star.

Teacher.—Look at this picture. The star seems very small. Now think of the house and boy we drew last week. You remember we drew the boy very large and the house very small. Has any one a thought about the moon and this star?

Child.—I think the star is bigger than the moon.

Teacher.—Yes. But why does the star seem smaller?

Child.—The star seems smaller because it is further away from us.

Teacher.—That is right. Now, the night I took my walk there was a full moon. Suddenly, it grew dark and I could not see the moon. What do you suppose hid its face?

Child.—The sun.

Teacher.—What time of day are we talking about?

Child.—We are talking about the night.

Teacher.—Does the sun come to us at night?

Child.—No. It shines on the other side of the world.

Teacher.—Who knows what hid the moon.

Child.—The clouds hid the moon.

Teacher.—How many have seen clouds do this?

(Hands raised.)

Teacher reads:

"O, moon, in the night I have seen you sailing
And shining so round and low,
You were bright, ah! bright, but your light is fading,
You are nothing now but a bow.

"You, moon, have you done something wrong in Heaven,
That God has hidden your face?
I hope if you have, you will soon be forgiven,
And shine again in your place."

The poem is recited line by line by the children. It is then commented on.

Teacher.—What does the first sentence mean?

Child.—It means you saw the moon move.

Teacher.—A few weeks ago I said that the sun did not move. Does the moon stand still?

Child.—No, the moon moves.

Teacher.—How is this told us in the poem?

Child.—The poem says the moon sails.

Teacher.—What is the meaning of "your light is fading"?

Child.—It means that the light is no longer bright.

Teacher.—What does this mean?—"You are nothing now but a bow?"

Child.—It means that the moon is like the hunter's bow.

Teacher.—"You, moon, have you done something wrong in Heaven

That God has hidden your face?"

What has happened to the moon?

Child.—The moon has disappeared.

Diana.

Now followed the story of Diana.

Teacher.—One time I told you a story about the sun. Do you remember what the old Greek people used to call the sun?

Child.—The Greeks called the sun Apollo.

Teacher.—Yes. And what did they say Apollo did every day?

Child.—They said Apollo drove the sun chariot thru the sky.

Teacher.—Where did he begin his work?

Child.—Apollo began his work in the East. He ended in the West.

Teacher.—Now, children, the same Greeks have another story to tell us. After Apollo had driven his sun chariot over its daily course and disappeared in the East, something came stealing thru the sky and gave light. What do you think it was?

Child.—The moon brought the light.

Teacher.—Yes; but the Greeks said that Diana drove the moon thru the sky. And so they called the moon Diana. Who did the Greeks say drove the moon thru the sky?

Child.—They said Diana did it.

Teacher.—Now Diana gave such a soft light that the Greeks said she was a sweet and gentle woman and came thru the sky in a silver chariot. Looking down one night she saw a boy asleep on the hillside. Beside him was his faithful dog. I don't believe he meant to go to sleep, but he was very tired. This boy's name was Endymion and he was a shepherd. What does that mean, "He was a shepherd"?

Child.—It means he took care of sheep.

Teacher.—What was the boy called?

Child.—The boy was called Endymion.

Teacher.—Why do we call the dog faithful?

Child.—The dog was faithful because he never left his master.

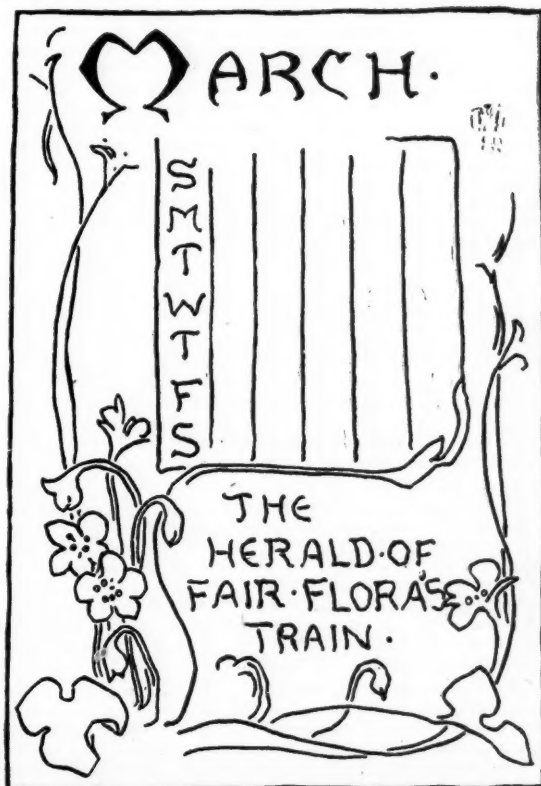
Teacher.—In his hands Endymion held a staff with a hook on the end. This is called a shepherd's crook. Can you guess why shepherds carry crooks?

Child.—Shepherds carry crooks so that when a sheep falls into a hole the shepherds may pull it out.

Teacher.—When Diana looked down on Endymion he looked so pretty that she came down to watch over him and loved him very much. Jupiter was very angry when he heard of this and said the boy would have to die.

Diana was very sad over this. So finally Jupiter said he might live forever, but that he would always have to sleep. So that is why Diana comes out and watches over him every night.

(The children were questioned and brought to tell the story sentence by sentence. These were put on the board and read by the children.)



Suggestion for March Blackboard Calendar.

Notes of New Books.

Elementary Studies of Insect Life, by Prof. Samuel J. Hunter, of the University of Kansas, is one of the best science books that have lately come from the press. It is especially noteworthy as coming from a student who gets his knowledge first hand. Two classes will find it of great interest and value: the student and teacher on the one hand, the general reader on the other. It is divided into two parts. Part I. deals with the development of insects and their relations to their surroundings; part II. to methods, equipments, and laboratory exercises. The laboratory exercises consist of elementary work in the development, structure, function, and systematic arrangement of insects. The aim of the book is not to make the student acquainted with a great number of isolated facts, but to induce him to become acquainted, thru personal observation in the field and laboratory, with some of the important biological problems as presented by insects. Insects exist in certain forms, and affect plants and each other and also man himself. Thus insect-life presents many lessons of the most instructive kind. The subject is presented from the point of view of the teacher, student, general reader, and the practical man who wishes to profit from insects or to guard his garden or orchard from their ravages. The illustrations, of which there are over two hundred, are most of them from photographs taken from life; others show the anatomy of the various insects. (Crane & Company, Topeka, Kansas. Price, \$1.25.)

The New Standard Commercial Map of the United States is an entirely new, not a revised or "corrected" map. It is 43x64 inches in size, and is the only large scale map of the United States drawn, engraved, and printed since the dawn of the twentieth century. It shows every state, territory, county, county seat, city, nearly every post office and railroad station, all railroads, principal water transportation lines, rivers, lakes, mountains with elevations of principal peaks, canals, Indian reservations, timber preserves, national parks, and the usual topographical features. The engraving is of the highest grade, the printing and mounting most satisfactory.

Some of the important features are: The correct routes of every mile of railroad in the United States and changes in names of proprietary companies brought about by the "era of consolidations" are shown. The enormous construction of the last two years is shown in most minute and accurate detail. The routes of regular steamship lines on the Great Lakes and along our coasts are shown.

The size and importance of places is indicated by size and style of lettering. Larger cities, places locally important, and county seats are shown in lettering quite distinct from smaller and less important places. Many small places not generally found on maps of this size are shown and all are quite readable, owing to the method and skill in engraving. New post-offices, new railroad stations and changes in names, to date of publication, are given: The correct boundary and name of every county in the United States is shown. Many new counties have been organized and many old ones have been changed since any other similar map has been engraved. The results of the most recent government and other surveys are shown. The decisions of the United States Board on Geographic Names are closely followed. The scale is fifty miles to one inch. (C. S. Hammond & Company, New York. Prices, mounted on cloth, plain roller and moulding, \$5.00; mounted on cloth, with spring roller on portable board, \$6.00; mounted on cloth, with spring roller in "Unit" case, \$8.00.)

The I Can School tells the story of a little girl who in a pretty pink gingham dress and a ruffled white apron marched solemnly to school for the first time. The joys and trials of that beginners' class—known to themselves by the apt name of *The I Can School*—form a delectable chronicle of child life full of sympathy and insight into child nature. While thru it all runs a vein of sturdy endeavor worthy of children of larger growth. Eva A. Madden, the author, has produced a tale that the children will delight in. (T. Y. Crowell & Company. Price, \$0.50.)

Strange Lands Near Home, a little volume, of the *Youth's Companion* series, made up from the cream of the articles on travel of that periodical, contains some very fascinating reading about the lands and the people to the north and the south of us. The reader is conducted in imagination thru the West Indies, Mexico, and Central and South America, the lands of perpetual sunshine and then taken to Labrador and other lands of ice and snow. The book is beautifully illustrated. It will be found useful for class reading and the school library. (Ginn & Company, Boston.)

A book of verse by Clifford Lanier bears the title of the first poem *Apollon and Keats on Browning*, in satirical vein after the manner of Byron's "Don Juan." There are many serious poems in the book of fine quality. The author seems to have caught much of the Promethean fire and to have learned his trade as a verse maker thoroly. (Richard A. Badger, Boston.)

Gilbert Parker is a writer of broad sympathies, due to his extensive travels. He has told tales of Egypt and of Australia and other far-off British colonies in the Pacific, but his chief reputation as a novelist rests on his stories of French Canadian life. The title of the last one in this line, dedicated to Sir Wilfred Laurier, is *The Lane That Had No Turning*. In his dedication he refers to the premier as one who has done more than most other men to make the English and French of the Dominion understand each other better. Mr. Parker might take some of this praise to himself because of his truthful and sympathetic treatment of French Canadian life. The "Pontiac" that is mentioned in this book is an imaginary place and has no association with the real Pontiac of the province. There is nothing shadowy and unreal in the places or persons. They walk before us as real men and women. Mr. Parker is one of the modern masters of story telling, and with a few skilful touches he places a scene before our eyes or gives an insight into a character. This book will add to his reputation. It contains illustrations and decorations by Frank E. Schoonover. (Doubleday, Page & Company, New York. Price, \$1.50.)

John Kendrick Bangs lets his imagination run wild in his book called *Bikey the Skicycle*, containing a story with that title and other stories of Jimmieboy. What does the youthful imagination care for facts; it only looks for an interesting story, and these tales are interesting even if they do set the law of gravitation and other laws at defiance. *Bikey the Skicycle* is a machine that talks; it gets Jimmieboy to fill its tires full of gas and then the youngster jumps aboard and mounts, just missing in his course a church steeple, to Saturn, talking to the Saturnians, and wheeling over the planet's highways. There are ten or a dozen other stories in the book, all of which are equally imaginative. Jimmieboy is likely to be classed in juvenile literature with Alice and the others who have passed thru wonderful adventures. The book is appropriately illustrated by Peter Newell and beautifully printed on heavy tinted paper. (Riggs Publishing Company, New York.)

Word-Coinage, as Leon Mead says, in the preface to his little book on that subject, is considered by some authors as a sin; others call the act a crime, and many who have been culprits in this direction would forget the fact. He has spent considerable time in investigating the work of authors in this particular, and the result of his labors, as presented in this volume, will certainly be interesting to all students of our language. Surely the coining of a new word is not always the heinous offense that some would make it. If the word is really needed the coiner has done our language a service, and only in that case will it remain in use. Leading up to the subject proper are three chapters which may be deemed essential stepping-stones to a correct understanding of a coined word. Then he devotes several chapters to neologisms, including slang, provincialisms, etc. He traces many of these word creations back to the authors and presents such undeniable evidence that they cannot deny their children. This task, which was begun in order to prepare a magazine article, took considerable time. It soon grew into this book, for which many students will be thankful, as it is both readable and instructive. (Thomas Y. Crowell & Company, New York. Price, \$0.45.)

Molly, a girl who has the admirable quality of "pluck" is the girl that is the subject of the bright, instructive story of Barbara Yechton. This need not be considered especially "a story for girls" any more than "a story for boys." To begin with, Molly is one of a large family and neither the oldest nor the youngest. There is her cousin, Garry, provoking and unaccountable as ever a boy was, and others. Molly's "pluck," however, saved the day. (T. Y. Crowell & Company, New York. Price, \$0.50.)

How to Make Rugs is a book that will appeal to those who are interested in the development of home industries. When our country was first settled these industries flourished to a large degree, but the changes of the past fifty years have thrown the loom and the spinning wheel into the background. To find how poor we are in these household industries we need only compare ours with those of other countries,—with the lace, for instance, of Ireland, Belgium, France, Italy, Sweden, and Russia. Now what is the industry that stands the best chance of development in this country? The author of this book, Candace Wheeler, says that of all hand processes, weaving is the most generally or widely applicable, and the range of beautiful production possible to the simplest weaving is almost beyond calculation. She tells how to make ingrain carpet rugs, woven rug portieres, woolen rugs, cotton rugs, etc. If there is any woman who has some artistic taste and wishes to help along or make some pocket money for herself she should get this book and thoroly study the subject. (Doubleday, Page & Company, New York.)

Stepping Stones to Industrial Drawing and Design, Vol. I., by A. W. Bevis. This is a book on elementary straight line designs. There are ten sections devoted to such phases of the subject as borders, square tiles, surface decoration,

interlacing, and panel work. It is chiefly a book of designs and presents a great variety of patterns. (Longmans, Green & Company.) A. W. A.

The Legend of Sleepy Hollow and Rip Van Winkle, with notes by J. W. Graham. This edition of two of the most popular of Irving's sketches is well printed on a good quality of paper, and has suggestions to the teacher, foot-notes, lists of words to be looked up in the dictionary, and questions for class use. (The Whitaker & Ray Company, San Francisco.) A. W. A.

Every Day English, Book One, contains language lessons for intermediate grades by Jean Sherwood Rankin, with a foreword by Richard Burton, professor of the English language and literature in the University of Minnesota. It has come to be generally recognized that the objects aimed at should be familiarity with language and skill in its use in the expression of thought. The teaching should be practical, not theoretical, as has been too often the case. The imparting of skill in the use of language is the object of this book; the pupils are led to think and to express their thoughts. Incidentally they become familiar with a great deal of the best literature. The lessons are bright and fresh; they were tested in actual practice before being incorporated in this book. We believe teachers may get excellent results by the right use of this book. (Educational Publishing Company, Boston.)

History of the Central High School of Philadelphia, by Franklin Spencer Edmonds, A.M. The aim of this book is to trace the growth of one of the most important educational institutions of Philadelphia, one that has entered closely into the life of the people. It is offered as a tribute to the long line of honorable and upright men who, under the stimulating leadership of Bache, Hart, Maguire, and Riché, were content to lead the quiet life of the public school teacher. The results of their work are found in the lives of their pupils, many of whom occupy important positions in the Keystone state and the nation.

The history of the triumph of the free school system makes good reading for any patriotic American. The free school idea had to combat race, religious, and class prejudices. All sorts of specious arguments were brought against it, and faint echoes of some of them are heard even to-day; but the free schools have gained such a momentum, have become so dear to the people, that opposition to them now is not only useless but foolish.

The Philadelphia Central high school dates from 1837, and consequently its history covers a great part of this struggle for free schools. When it was established there was a public high school here and there in the most important cities; now there are upwards of six thousand of them in the country and they are increasing in number at a marvelous rate. The book gives a full description of the school and its organization and tells what progress it has made under different administrations. The Appendices contain lists of alumni, officers, professors, honor students, army and navy list, etc. There are many illustrations in the volume. (J. B. Lippincott Company, Philadelphia.)

A New Primary Dictionary of the English Language. A small dictionary containing a pretty full vocabulary of well-authorized words in common use is often a great convenience to any person. The importance of early accustoming children to the proper use of a dictionary is generally recognized, at least in theory, and, with the cheap but satisfactory books of this kind being issued, should be in practice. The Lippincott Company has just issued an edition of "Worcester's Primary Dictionary" that has been not only revised and enlarged, but entirely re-written. Unlike some cheap, small dictionaries this one is well-printed on good paper and can be recommended for use. (J. B. Lippincott Company, Philadelphia.)

It is the constant complaint of business men that pupils who come to them for positions are found deficient in many of the essentials of good English. This is partly due to defects in the mode of teaching and partly to the fact that a high standard is required. Education has become so general that more is expected of the schools than there was a generation ago. The colleges complain that students who come to them from the lower schools are deficient in English. The effort has therefore been to require more training in English in the secondary schools, and, as multitudes never go beyond the grammar school, to crowd as much instruction in this subject as possible into this department. For use in these schools below the college Horace S. Tarbell, LL.D., and Martha Tarbell, Ph.D., have prepared *Essentials of English Composition*. It may be used in ungraded schools and for private study. It is complete in its treatment of the practical features that underlie the art of composition. There are abundant exercises in description, narration, reproduction, and essay writing or exposition. The skill acquired in these exercises is applied to letter writing and the preparation of such parliamentary papers as the secretary is supposed to furnish. The young writer is taught punctuation and other necessary features of correct composition. A plan of a brief study of Longfellow is given both as an interesting

and profitable exercise in itself and also as an indication of a valuable and attractive form of literary study. The book will surely prove a great help in the study of our language. (Ginn & Company, Boston. Price, \$0.70.)

The books of the Standard Literature series are noted for their scholarly introductions and notes, their excellent typography, and their low price. No. 52 contains *Hans Andersen's Best Stories*, edited and adapted for pupils of the third reader grade. No. 53 is *Macbeth*, by William Shakespeare, with an introduction and notes by Edward Everett Hale, Jr., Ph.D. (University Publishing Company, New York. Price, paper, \$0.12½; cloth, \$0.20 each.)

Pattern Drawing and Design, by John Carroll, is an application of geometrical drawing to the construction of ornament and the planning of patterns. The exercises are so arranged in graduated order that very young pupils may attempt the first and even the second stage, in the construction of the several designs. The complete or more advanced designs are intended for more advanced students. Beginning with simple squares, and rectangles and patterns founded on these figures, the lessons proceed to figures with oblique lines and those containing circles, triangles, curves, leaves and flowers, some of them exceedingly complex. The illustrations show all the steps in making the drawings. It is an exceedingly useful little book. (Burns & Oates, Limited, Orchard street, London, W.; Benziger Brothers, New York. Price, \$0.50, net.)

A series of little books containing gems from our poetical literature bears the significant title of *Flowers of Parnassus*. No. 17 of the series is Milton's *Lycidas*, probably the most perfect ode relating to the death of a friend in the language. There is nothing comparable with it except Tennyson's "In Memoriam," and Shelley's "Adonais." There are several page illustrations by Gertrude Brodie showing a fine appreciation of Milton's genius. (John Lane, London and New York.)

It may be said of *Gregg's Shorthand*, a light line phonography for the million devised by John Robert Gregg, that it is an important departure from the old systems in almost every respect. The characters are wholly different, the curves and hooks are new, the vowels are written in with the consonants instead of at the side, and there is no vowel scale, and hence no word positions. Any one acquainted with shorthand writing knows that this means no less than a revolution. To sum up the features of the system in the author's words, (1) there is no compulsory thickening; the characters may be written light or heavy; (2) they are written on the slope of longhand, thus securing uniform manual movement; (3) position writing is abolished; the notes may be written on mounted paper and in one straight line; (4) vowels and consonants are joined and follow each other in the natural order; (5) angles are rare—curves predominate.

As the author has shown great originality in devising the system, he has been equally original in his mode of presenting it to the learner. His books show the following features: The instruction is given in simple language free from technical terms; the system is presented in one style instead of several styles; the alphabet is given in easy sections and the student is able to write words and sentences from the first lesson; no word is given that must be materially changed during a subsequent lesson; a few word signs are given in each lesson, thus rendering the task of memorizing them a comparatively light one; the shorthand characters are placed alongside the printed words; phrase-writing is introduced from the very first lesson.

The system was first published in America in 1893 and its progress was slow until 1898. Since then it has made rapid strides. It has been introduced in many public and private schools in the United States and Canada. (The Gregg Publishing Company, Chicago.)

THE SCHOOL JOURNAL.

NEW YORK, CHICAGO, and BOSTON.

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The School Journal,

NEW YORK, CHICAGO, AND BOSTON.

WEEK ENDING FEBRUARY 21, 1933.

Needed Extension of Compulsory Laws.

The best safeguard of liberty in an organized state is a rational compulsory education law, rigidly enforced, provided the education supplied is really worth having as an equipment for the exigencies of practical life. Selfish parents must be made to feel the heavy arm of the law if they attempt to cheat their offspring out of the educational privileges which society has established in the shape of elementary school curricula. The scope of the opportunities provided in these schools is none too large to be insisted upon in the bringing up of every child not physically or mentally incapacitated. If the young people must leave school before they have completed this course of instruction they must be made to attend evening schools. No healthy and mentally sound person should be permitted to be withdrawn from school until he has acquired a minimum of knowledge and skill which the state may insist upon as necessary for usefulness in society. The extension of the compulsory education acts to the night schools, under the conditions here suggested, is most urgently needed. Dr. Maxwell has taken a sensible view of the problem and it is to be hoped that he may succeed in establishing a model procedure for other communities to apply according to their own necessities.

Organized Study of Practical School Results.

There is no longer any doubt that amateur superintending of schools is doomed. A certain well defined movement is under way which will enable the people to determine whether or not their schools are rightly governed. Not talk and pedagogic blandishment but nothing short of definite results will be accepted as satisfactory proof of efficiency.

The test which the general public may apply in convincing themselves of the superintendent's competence will with far greater rigor and professional discrimination be applied to the principal and his teachers by the supervising officers. Inefficiency and wastefulness in teaching will be speedily discerned, and a juster appreciation of good school work will be the result.

Of course, the change will depend largely upon the establishment of correct standards of scholastic results which may reasonably be expected under various conditions. The way has already been opened for the fixing of some of these necessary norms by the investigations in the past ten years or more of Dr. J. M. Rice, and the researches suggested and supplemented by them. The indications are that these will soon be extended on a scale becoming their importance. On Saturday last, a number of prominent school men, representing six states, formed an organization for this very purpose. It will be known as the Society of Educational Research. Its purpose differentiates it from all other educational associations, in that it is limited to the study of the relative values of different educational processes as demonstrated by the results obtained, and to the collating of

the knowledge thus acquired in a way that will render the data available for immediate use by the profession at large.

The most significant step taken by the Society of Educational Research—and this is probably the most important departure ever undertaken in the direction of scientific pedagogy—is the establishment and maintenance of a bureau of educational research, under the direction of an expert, aided by an advisory board of trained practical educators. The chief duty of the bureau will be to gather data and prepare comparative tables concerning the results of experiments with special methods of teaching the individual branches of the curriculum, of special systems of supervision, examination, promotion, grading, etc. The permanent director of research, Dr. J. M. Rice, with the co-operation of a special committee of the society will look personally, or thru appointed assistants, into the merits of claims for superior results, and upon proof publish the deductions. Members of the society desirous of specific information concerning the published data have the privilege of consulting this bureau. A more extended description of the objects of the bureau must be postponed to a later date, when the work of the society will be more completely organized. Every member may keep in touch with the plans of the bureau. Each one will be encouraged to contribute by making definite observations of the results of school work, and to render as collated facts available for scientific purposes.

As the society purposes to limit itself to the study of pedagogical problems upon a basis of solid facts, its functions will necessarily be concentrated upon those departments of teaching wherein the results may be subjected to more or less definite measurement. In doing this, the ideal aim of education is in no wise lost sight of. The society merely wishes to limit itself to a specific purpose, believing that shortcomings in the tangible work of individual schools and teachers should not be pardoned on mere assumptions that beneath the unsatisfactory results in practical lines, there is carried on an improvement of mankind. Instead of concluding that the higher purposes of education may be well taken care of where the results in the common branches are unsatisfactory, the society will proceed rather on the assumption that the higher purposes of the school are more likely to be neglected where the results examinable by simple, pedagogical methods are below the scientifically justified standards. The position is a most reasonable one, and cannot fail to win the endorsement of reasonable people. The school superintendents and principals of the land ought to rejoice particularly at the prospect of securing tangible norms by which to test the comparative standing and progress of their schools. And the class teachers will no longer be dependent for their positions upon the arbitrary ruling of their superiors, but may measure for themselves how the results of their work compare with those of other teachers similarly situated.

The Society of Educational Research, then, believes that a clear line of distinction should be drawn between the science and the philosophy of education and that neither should be obscured by being viewed from the standpoint of the other. Stating the case concretely, the society will seek to discover what a pupil's average knowledge and ability should be in each subject at different periods of school life, according to the time he has devoted to those subjects; to search for the reasons why some schools succeed in justifying reasonable demands upon them, while others fail, with the same and even larger expenditure of time, and to find the remedies to be applied to schools which from the standpoint of tangible results in knowledge and skill make an unsatisfactory showing.

There ought to be no difficulty in building up a membership of many thousands. The annual dues have been fixed at three dollars. The regular publications of the bureau, with the results of its investigations, will be fur

nished to the members free of charge. As soon as the support warrants the extension of the work, local associations are to be formed for the comparative study of scholastic results. In April or May a public meeting will be held in New York city, at which the aims of the society and the scope and possibilities of the bureau of research will be more fully presented. Timely announcements of this meeting will be sent to all the leading educational journals of the country.

The executive committee of the society is composed of nine members, as follows: President, Supt. A. B. Poland, of Newark, N. J.; vice-president, Supt. Charles A. Gorton, of Yonkers, N. Y.; permanent director of research, Dr. J. M. Rice, editor of *The Forum*; secretary-treasurer, Editor Ossian Lang; Principal Keyes, of Lee, Mass.; Supt. Henry Snyder, Jersey City; Supt. Charles W. Deane, Bridgeport, Conn.; Supt. Everett C. Willard, of Stamford, Conn., and Prin. Oliver P. Cornman, of Philadelphia.

A membership committee of fifteen will be actively engaged in securing desirable accessions of active members. It is composed of the following educators: Supt. Geo. W. Twitmeyer, Wilmington, Del.; Supt. Addison L. Jones, West Chester, Penn. (president of the Pennsylvania State Teachers' Association); Prof. Lightner Witmer, University of Pennsylvania; Prof. William P. Trent, Columbia university; Prin. F. R. Grimes, Mt. Vernon, N. Y. (president of the New York Educational Council); Supts. Vernon L. Davey, Charles A. Demarest, Frank H. Foster, P. N. Goodnough, Henry Snyder, Randall Spaulding, and William M. Swingle, of New Jersey; Supt. Isaac K. Young, New Rochelle, N. Y.; Supt. E. G. Lantman, Rochester, N. Y.; Supt. James Winne, Greenwich, Conn.; and the secretary-treasurer of the society.

Demands of the Business World.

James B. Dill, of New York, recently made a notable address at the University of Michigan, dealing with the growing recognition by university faculties of commercialism in its best sense. He said that the belief that a university contributes nothing to prepare young men for business life is no longer entertained. To the man who desires to succeed in business, education is vastly more potential than riches. "It is the duty of the universities," Mr. Dill argued, "to have practical men in their faculties, men acquainted with the necessities of the careers for which they are intended to fit the undergraduate. It is the business of these practical faculties to direct the young men in their careers and to place them in their proper direction and to discover for many a man what he would himself discover later in life, whether he is or is not a misplaced man. The world is full of instances of men who have failed in business because they were misplaced.

"The real problem," Mr. Dill held, "is the influence of the instructor upon the business success of the pupil in after life. Not whether the student has absorbed much Greek, Latin, or mathematics, but what impress the instructor has made upon the character, mental and moral, of the pupil. The need is not more education in extent, but more educators in the true sense of the word, character makers rather than lecturers of theory. The demand of the present generation is not so much polished scientists or litterateurs as young men of rugged individuality and moral strength."

The Gift Horse Problem.

In a recent address on "Tainted Gifts to Colleges," President Pritchett, of the Massachusetts Institute of Technology, said that if Tweed, in the heyday of his career, had offered the authorities of Columbia university a gift of a million dollars to found a school of political science, on condition that it would bear his name, Columbia could not have accepted the gift and maintained

its moral leadership. There is, Dr. Pritchett holds, a "line of demarcation, which separates the gift that may be accepted from that which may not be; but this line cannot be revealed by inquiry into the origin of the gifts, but rather by the conditions attached to them."

Regents Seek Control.

A special meeting of the executive committee of the regents of the University of the State of New York, attended also by other regents in the city, was held February 12, at the home of Whitelaw Reid, the vice-chancellor of the university. Most of the time was devoted to a discussion of the question of educational legislation desired from this session of the legislature, and especially such as would unify the educational system of the state.

The executive committee reported that they had reached the conclusion that the ends desired could be attained in no other way so effectively as by uniting the present two educational departments, the regents of the university and the department of public instruction, under the supervision and control of the regents. The committee prepared and issued the following appeal:

To the Governor, the Legislature, and the people of the State of New York:

Recent manifestations of the evils arising from the existing dual system of state supervision of public education, and an earnest conviction of the duty to take and keep the schools out of politics, have constrained the regents of the university to advise and request that by suitable legislation the exclusive power and duty of such supervision be committed to their board. Their unbroken record for more than a century shows that they have not been eager for enlarged powers, and that, in the words of Governor Odell's unsought but prized encomium, they have been "absolutely without partisanship and actuated by the highest motives and the purest sentiment."

The supreme importance of the cause of public education and the wrong of leaving it exposed to the danger of partisan control, need neither stating nor urging; and it must be plain that educational interests will be promoted when such unified supervision removes that danger and abolishes hurtful and unhappily frequent contentions between the present two departments. Respectfully submitted,

WILLIAM CROSWELL DOANE, Chancellor,
WHITELAW REID, Vice-Chancellor.

Chauncey M. Depew,
William H. Watson,
Henry E. Turner,
St. Clair McKelway,
Daniel Beach,
Carroll E. Smith,
Pliny T. Sexton,

T. Guilford Smith,
Lewis A. Stimson,
Albert Van der Veer,
Chester S. Lord,
Thomas A. Hendrick,
William Nottingham,
Charles A. Gardiner.

The Road to Happiness.

President Eliot, of Harvard university, recently said in an address before the newsboys of Boston:

"An almost sure way to succeed in most labors is to be ready to volunteer to do something beyond one's real duty. Hard work has made nations great. In an individual it is the same.

"Work is the foundation of all the joy and happiness in the world. I have received many suggestions lately that I take up the work of a miner and see how I like it. I'm a little old now, but in the forty years of my life I should have liked a miner's work. A spice of danger and an element of chance add interest to work. An occupation like that of an engineer, which gives a chance for heroic deeds, is a distinctly desirable occupation. The main satisfaction in life is the sense of achievement.

"Never work moderately. Work at top speed. Unless you do your best you not only cheat your employer, but you cheat yourself. There is an idea opposed to this advice. I believe a somewhat modern idea, which opposes that which I have quoted, is a very dangerous one to the modern world of industry. Ten minutes' reading a day in twenty years makes the difference between a cultivated and an uncultivated man, provided he reads something good.

"The cultivation of the mind is the road to increasing happiness. After all is said the object of human life is to increase happiness and joy. The great satisfaction of life cannot be bought with money. In our country it is dangerous for a boy to inherit riches. Great riches in America make the education of children very difficult. Children of the rich have not the incentive to work and I consider it a terrible misfortune."

Death of Dr. Curry.

Dr. Jabez Lamar Monroe Curry, the great leader of education in the South, died at Asheville, N. C., on Feb. 12. By his death the country loses one of its most distinguished men. For over forty years he has been prominently before the public as educator, clergyman, author, and minister of government.

Dr. Curry was born in Lincoln county, Georgia, June 5, 1825. His maternal grandparents were Richard Wynne of Wales, and the Huguenot, John Lamar of France. On his father's side he was descended from Captain Curry of the English navy. After a preparation in the academies of Georgia and Alabama he entered the University of Georgia and after graduation in 1843, at the age of seventeen he took the course of the Harvard Law school which he completed in 1845. While at Harvard he roomed with the late President Hayes.

On graduation from the law school, physically, mentally, and spiritually fitted for leadership, he found public duties awaiting him. He began the practice of law and was at once elected to the Alabama legislature where he served from 1847 to 1856. During the Mexican war he served as a private in the "Texas Rangers." As a member of the legislature, Dr. Curry was a member of the committee on education which, in 1854, reported in favor of the first system of public school education in the state for the white race. By 1856 this committee succeeded in getting an appropriation of \$267,000 for 2,260 schools, containing 100,000 pupils. This system, however, completely disappeared in the Civil war.

In 1856 Dr. Curry was a presidential elector from Alabama and from 1857 to 1861 represented his state in Congress, as an exponent of state rights. In 1861 he resigned to co-operate with the other Alabama members of Congress in bringing about the secession of that state. He at once became a member of the provisional and later of the regular Confederate Congress in which he served until its disappearance. During the last years of the war he was staff officer with Gens. Joseph Wheeler and Joseph E. Johnston, and also an independent lieutenant colonel of cavalry.

At the close of the war Dr. Curry was elected president of Howard college, Alabama, and from that time to his death he kept up his connection with educational work in the South. In 1868 he removed to Richmond, Va., where he served as professor of English philosophy and constitutional law in Richmond college until 1881.

In 1881 he was appointed the general agent of the Peabody Educational fund and a little later became connected as a trustee with the Slater fund and as chairman of its educational committee. His labors in these positions brought him his greatest renown. For his efforts in administering these funds and thus upbuilding the schools of the South the *Atlanta Constitution* rightfully calls him "The father of our public school system."

Dr. Curry found no Southern state with a school system worthy of the name. He went into the fight single-handed, for he received no co-operation from the Southern colleges and universities. He found every legislature opposed to taxation for free schools. During the years of his ministry to education he addressed every Southern legislature and left a public school system firmly established and generously supported by public taxation.

He wrote extensively on the negro question, discussing all phases of the subject, and was one of the first advocates of the education of the negro and giving him civil rights.

When President Cleveland came to office in 1885 he appointed Dr. Curry minister to Spain where he served successfully for three years, being compelled to return to this country by his ill-health. He continued his work in education until the time of his death, being engaged, of late, as the representative of the new General Education Board and the Southern Education Board. At the recent coronation, of King Alfonso Dr. Curry was the United States representative.

His writings were extensive, among the more prominent

being: "Constitutional Government of Spain," a "Life of William Ewart Gladstone," "The Southern States of the American Union in Their Relation to the Constitution and the Resulting Union," and a "History of the Peabody Educational Fund."

In his death the whole country has sustained a loss. He was more familiar with the educational conditions and needs in the South than any other man, and this, combined with his executive ability, made him the greatest power among Southern educators.

The following extract from the proclamation of a day of mourning throughout Georgia by Governor Terrell is a fitting tribute to his service:

"In the passing of Dr. Curry from the position he has so long filled with credit to himself and profit to the great cause of education, to which he was so ardently devoted, the whole country loses a patriotic statesman, the South a most zealous and unselfish friend, and the church one of the brightest exemplars. Georgia feels a peculiar sorrow in the loss of this illustrious public servant, since he was born within her limits. While she is proud to enroll him in the list of her distinguished sons it is gratifying to know that his fame as statesman, legislator, and friend of education among the masses is confined to no section or class. His great work was for humanity; his light shone for all. A nation mourns his loss; his beloved South bows in grief at the departure of one of the noblest and best of her sons."

A School Garden Experiment.

The school garden at Hawkesdale, England, was established in June, 1899, when a piece of ground about eighteen yards square was dug and laid out in small beds of flowers, wheat, oats, barley, flax, turnips, cabbages, etc.

At present, the garden covers more than half an acre, marked off in sixty plots, each pupil having charge of one or more plots.

The soil is shallow and consists chiefly of clay and gravel. The rainfall is on an average twenty-seven inches, so that it is not necessary to water artificially. During a drought, the surface is kept in a rough state, to get the benefit of the dews and prevent too rapid evaporation.

The work of digging, planting and weeding is done entirely by the pupils. Their interest in the work is so great that the instructor finds absolutely no difficulty in securing volunteers for special work after school hours or on Saturday. The parents also show their interest by visiting the garden.

On first entering the school, the children are made to feel that their plots belong to them. As the result, there is no wanton destruction of plants, and when any is injured the pupils evince the deepest concern showing that they realize how a year's work may be made useless in a moment. In writing on this point, H. B. Williamson, head of the Hawkesdale School garden, says: "Here comes in one of the great points in the educational value of the school garden, the working up of which should result in easier times for the curators of our public gardens." Mr. Williamson says, further: "We have sowed or planted, tended, harvested, and talked, and written about wheat, barley, oats, millet, sunflowers, flax, and hops. In the case of all but hops, the plots were from two to six yards square in area. Some plots had manure, others had none. The boys constructed a hot-bed in which tomato and other plants are started in winter time."

Some of the cereals are cut before the seed ripens and some when it is quite ripe, and samples of both are kept in the school, and serve as materials for lessons.

In the garden there is also a thermometer, rain-gauge, and wind-vane with the cardinal points of the compass, and these the children observe every day. In their note books they have one page for weather notes opposite their notes on the garden for the same period, and these taken together form a complete record of observations and the work done.

Mr. Williamson is opposed to the sale of the produce. In the Hawkesdale school, whatever part of the crop is not used for lessons in the class-room is distributed among the pupils.

The New York city board of education is making provision for the extension of the plan of assigning nurses to the public schools. Thirty thousand dollars has been appropriated for this purpose.

A bill is before the Michigan legislature to allow districts to levy a tax for the transportation of children to and from school.

The union carpenters of Chicago have petitioned the board of education for the establishment of a one year's course in carpentry in a technical course in the schools.

The Massachusetts legislature is considering a bill aiming at the establishment of a uniform system in the teaching of music in the public schools thruout the state, as in the teaching of drawing and other special branches. It is urged that music is an important study, and one of the most expensive, and that consequently some definite means of registering results should be established.

Efforts are being made to establish a rural training school in connection with the Michigan Central Normal school to increase the efficiency of the school in training rural teachers. The plan is to have a model building erected by the state. It would have manual training rooms and all appliances and material necessary for teaching eight grades of a county school.

Three hundred students at the University of Utah recently went out on strike on account of the suspension of ten students for disorderly conduct.

Two grades of boys in a Philadelphia public school have been on strike because the afternoon fifteen minutes' recess has been abolished in the elementary city schools.

Fifty members of Purdue university, Indiana, went on strike recently because two men were expelled for insubordination. The strikers demanded the reinstatement of the two students and declared they would leave college unless the demand was granted. Two hours later the faculty asked for a conference, and after some hesitation consented to reinstate the expelled students.

At a recent meeting of colored young men and women at the Snow Hill, Ala., Normal and Industrial institute, resolutions were adopted that the negroes should build better school-houses, and secure a better class of teachers; that the public school fund be supplemented, and school terms extended to six or seven months in the year.

Much interest has been aroused in educational circles in Illinois over the attacks on the bill before the state legislature which grants a three years' certificate to teach to all graduates of normal schools of the state. Certain county superintendents are behind this opposition. Pres. David Felmley, of the State Normal university, at Normal, advocates the bill and maintains that it only gives the normal graduates due justice. The county superintendents argue that no one should teach in the public schools, who has not passed the examinations for teachers certificates.

In discussing before the graduates of the New York State normal schools the subject of teachers' salaries, Prin. A. C. McLaughlin, of the Jamaica Normal school, said that the "compensation for the teacher is not to be found in dollars and cents." There is a great deal of sentiment in the business of a teacher—a desire to be

useful—and no business offers so good an opportunity. The gratification one gets from knowing that he or she has done something, all he or she can, to elevate and ennoble mankind is the best pay the school teacher is awarded.

The Chicago Teachers' Federation has issued the following bulletin:

WHEN IS A RAISE NOT A RAISE?

The action of the board of education on the evening of January 21, 1903, in adopting the report of the finance committee has received the almost unanimous commendation of the press and doubtless has given the impression to many readers that every teacher is now enjoying some small portion of the universal prosperity which pervades the entire country.

A few facts which seem to be little known outside the circles of those immediately interested may, perhaps, demonstrate why the faces of the entire corps are not wreathed in smiles. In 1898 the records of the board showed that in twenty years the salaries of elementary teachers had been increased less than seven per cent., tho other branches of the service had received increases varying from fourteen to one hundred per cent., and the cost of living and necessary equipment for the work had been greatly augmented.

In 1898, accordingly, the board adopted a new schedule of salaries for grade teachers:

1897.	1898.	1899.	1900.	1901.	1902.	1903.
\$825	\$900	\$950	\$1,000	\$1,000	\$1,000	\$1,000
825	900	900	825	900	825	875

The salaries which experienced teachers should have received under this schedule are shown in the first line. What they actually did receive in the second line.

This table shows—

1. That the teachers have received a cut every *even* year since 1898.
2. They were raised every *odd* year.
3. That the last "raise" given last week is \$25 less than the last cut made in 1902. At this rate how long will it take to "raise" experienced teachers' salaries to a minus quantity?

Cadets have worked for nothing since January, 1902.

All cuts made in 1902, except on the salaries of teachers, were restored in full.

Office employes received, in addition, raises ranging from \$60 to \$300.

In his annual report to the overseers of Harvard university, President Eliot makes the striking statement that the highly educated classes do not reproduce themselves, and on this ground he argues for an earlier entrance into college. From the statistics of Harvard classes twenty-five years out of college, he finds that the married members have exactly reproduced their numbers. But the classes have by no means done so. Twenty-eight per cent. of the members of these classes are unmarried, so that the conclusion seems to be that the highly educated part of the American people does not reproduce itself.

"It is probable," he says, "that this regrettable result is due in part to the late postponement of marriage on the part of educated young men, a postponement which the protracted education now prescribed for men who enter the learned and scientific professions makes unavoidable. The young physician, lawyer, engineer, or architect is now fortunate if he marries at twenty-nine, whereas he should have married at twenty-five or twenty-six. To make earlier marriage possible is one of the strong inducements for bringing to an end the school course at seventeen or eighteen, the college course at twenty or twenty-one, and the professional course at twenty-four or twenty-five.

It has been decreed at Potsdam, Germany, that the children of sailors must attend school wherever they may be for more than eight days. The law holds equally true when they spend the winter abroad. Wherever he attends school he must obtain a certificate of attendance from the school board. On returning home he must submit these certificates to the home school board. If the child's attendance is so interrupted that he fails to obtain a satisfactory education before attaining the age limit the board may compel him to attend for a longer period. Those who do not comply with the law are liable to punishment.

The Busy World.

Professor Pickering, of Harvard university, has made an important discovery concerning the craters on the moon. Dr. Franz, the German astronomer, about two years ago published an exhaustive treatise in which the latitude and longitude of each mountain and crater on the moon were carefully worked out. Since its publication this book has been used as a standard in all the observatories of the world. Professor Pickering has found that no account has been taken heretofore of the altitude of the craters. He has discovered that the longitudinal and latitudinal measurements of each are greatly affected by the height.

A bill is before Congress to establish a national laboratory for the study of the criminal pauper and defective classes. The bill provides for establishing a laboratory for the study of abnormal classes, the work to include not only laboratory investigations, but the collection of sociological and pathological data, especially such as may be found in institutions for the criminal, pauper, and defective classes, and general hospitals and schools. The term "laboratory" is employed in its broadest sense, not only including the use of instruments of precision, but the gathering of sociological data and making investigations of anarchistic criminals, mob influence, and like phenomena.

The Carnegie institute has made the following grants to Johns Hopkins men to assist in original researches:

To Dr. Harmon N. Morse, professor of analytical chemistry, \$1,500 for an assistant in his researches upon the new method he has evolved for measurement of osmotic pressures.

To Prof. R. W. Wood, \$1,000 to maintain a research assistant in his work. He has appointed Thomas Sidney Elston, of the University of California, to the position.

Dr. H. C. Jones, in new physical chemistry as it is studied in America, gets \$1,000 for an assistant in his researches. Frederick Hutton Getman, of Stamford, Conn., receives the appointment. His doctoral dissertation deals with an important problem in physical chemistry.

Dr. J. J. Abel, professor of physiological chemistry, \$1,000 for the purchase of apparatus necessary to his researches in that subject. He is a leader in this branch of science in America.

Dr. J. B. Whitehead, in the physical department, has received a liberal grant to carry forward a research in the theory of a magnetic field developed by Maxwell, the English scientist.

The Louisiana Purchase exposition directors have decided to organize an international congress of arts and science in connection with the exposition. Two hundred thousand dollars has been set aside for the department of congresses. Professor Simon Newcomb, of Washington, has been elected president of the congress of arts and sciences, and Prof. Hugo Muensterberg, of Harvard university, and Prof. Albion W. Small, of the University of Chicago, have been elected vice-presidents of the congress. These three will make the detailed arrangements for the congress, subject to the general control of the administrative board.

The first Semitic museum to be established, both in America, and, indeed, in the whole world, has been formally dedicated at Harvard university. The building is due to the gifts of Jacob H. Schiff, of New York. Aside from the fact that the museum is the first ever devoted exclusively to Semitic studies it has the additional distinction of elevating Harvard to a new plane in comparison with other colleges. Harvard at present has more well-equipped and costly museums than any other university in the world. This Semitic collection is the best in America, and with this new home it is hoped that considerable attention may be given to original research in eastern lands.

Four college presidents paid tribute to the memory of Alice Freeman Palmer at a meeting of many friends in

Appleton chapel, Harvard university, to hear her last high eulogies. Addresses were made by President Angell, of the University of Michigan, President Hazard, of Wellesley, President Tucker, of Dartmouth, and President Eliot, of Harvard.

There will be four eclipses during the current year, two of the sun and two of the moon. There will be an annual eclipse of the sun on March 29, visible as a small partial eclipse on the Pacific coast of North America. The moon will undergo a partial eclipse on April 11, the moon rising with the eclipse on and ending in eastern time at 8:52 P.M.; central time, 7:52 P.M.

On September 21 occurs a total eclipse of the sun, but this is invisible in the United States.

There will be a partial eclipse of the moon on October 5 and 6, the eclipse beginning with the setting of the moon on the Pacific coast.

The trustees of Teachers college announce that the financial condition of the institution has been so optimistically pictured as to make it extremely difficult for them to secure more funds for its work. The work of the college must soon be seriously hampered unless the endowment is materially increased. The institution now earns 70 per cent. of its total expenditures, but over \$70,000 must be raised annually to meet expenses.

George K. Cherrie, curator of the Brooklyn museum, has sailed for South America to search for specimens of butterflies.

Dr. Maxwell has called needed attention to the home conditions of many of the school children on the East side. These children work several hours in the morning before going to school, and are compelled to return to work after school. This, in itself, is not objectionable. Most of the boys and girls in the rural districts labor in and about the house two or three hours before school and are cautioned to return home immediately after, in order to complete the necessary work. This is not a hardship; it is merely a normal training of the right kind. But the case of the children on the East side in New York is very different. The work required of them must be done in close and unhealthy rooms and is of a nature calculated to lower their vitality. This is the result of two causes: poverty and ignorance. The improvement of the first of these evils must be left largely to the wealthy, but the second can be greatly influenced by the teacher. The Home and the School,—these are the two watchwords. They are intimately related, yet how far apart they stand! It has been found that many of the evils besetting poor homes can be remedied only by the "settlements," that is by those who take up their homes in the poorer districts and thus come in daily and particularly in social contact with the classes there. It will be a glorious day for education when principals and teachers have the courage to live in the vicinity of their schools. We still hope to see this accomplished. All hail the day of Educational Settlements!

The library at Princeton university has received the gift of a manuscript copy of the college laws of 1764. The manuscript, which contains various orders of the faculty respecting the dining room and the buttery, is of interest because no other record of the college rules dating back so early still exists. There is also a statement of the entrance requirements and the requirements for graduation, rules of moral conduct and attendance. Many of the orders are quaint, such as "Every freshman sent on an errand shall go and do it faithfully and make quick return," and "Students shall call none by nicknames."

Scrofula, with its swollen glands, running sores, inflamed mucous membrane, is radically and permanently cured by Hood's Sarsaparilla.

The Educational Outlook.

The Wisconsin legislature has appropriated \$215,000 for the current expenses, new buildings, and departments of the State university.

Supt. Charles E. Barber, of the North Platte, Neb., public schools, has resigned to take a position with the Union Pacific railroad.

Corporal punishment has been abolished in the public schools of Lincoln, Nebraska.

The fifteenth annual session of the Virginia School of Methods will open at Charlottesville, Va., about the middle of June, under the management of Supt. E. C. Glass, of Lynchburg.

At the fifteenth annual commencement of the Carlisle Indian Industrial school forty-seven boys and girls were graduated. Owing to the many false reports that are in circulation declaring that Carlisle graduates are returning to their homes and resuming their own mode of living, Superintendent Pratt made a special effort to have a large number of his old pupils attend this commencement. Over 200 graduates were in attendance and told of their successful experiences since leaving school. Since its opening in 1879, 4,587 pupils have been enrolled. At present the attendance is over one thousand.

OBERLIN, OHIO.—Edward A. Miller, superintendent of schools, has been appointed dean and professor of pedagogy of Oberlin college.

The Trans-Mississippi Summer School of Superintendence will be held at Omaha, Neb., June 22 to July 3.

Dr. Oliver Dimon Kellogg has been appointed instructor in mathematics in Princeton university.

Prof. Milton J. Flood, the young naturalist, who has been exploring in New Guiana, has disappeared. No news has been received of him since last October, and it is believed he has been killed by Papuan cannibals.

MARION, IND.—A new high school is being built at a cost of \$40,000. A large assembly-room, laboratories with every modern convenience and scientific appliance, and a first-class heating and ventilating plant are provided for. The building will be absolutely fireproof.

The authorities of McGill university have protested to the authorities of Montreal against the proposed establishment of a Marconi wireless telegraph plant on Mount Royal, near the city. The establishment of such a plant would seriously impair the physical laboratories of McGill, and prevent the university from carrying on the important investigations which have been going on for years, and have contributed greatly to promote the reputation of the university.

The state of California is building a new polytechnic school at San Luis Obispo.

PASSAIC, N. J.—Miss Jennie Bickers, a substitute teacher in public school No. 4, was told to hold up her hand or be shot while punishing a thirteen year old boy recently. The teacher ordered the boy to leave the room. He refused and she tried to compel him to do so. The boy drew a revolver, placed it at the teacher's head and shouted: "Touch me and I'll shoot you." Miss Bickers picked up a ruler and whipped the lad until he dropped the pistol which contained three cartridges.

COLORADO SPRINGS, COL.—After withholding the information for six years, President Slocum has just announced that the giver of Ticknor hall to Colorado college was Elizabeth Cady, of Wellesley, Mass.

A fifteen-year old boy of Aquebogue, L. I., has caused the arrest of a school trustee on the charge of assault. The boy on a recent occasion did not know his history lesson. His teacher told him to remain after school. He became abusive and refused. The teacher summoned the school trustee who struck the boy on the face and made him learn his lesson. The boy charged him with assault.

Syracuse university is to erect a heating and lighting plant and a new dormitory, the latter to cost \$50,000.

Ansgar college, at Hutchinson, Minn., has been totally destroyed by fire. Two hundred students lost all their belongings.

It is announced that the Storrs lectures at Yale, for the year 1903-1904, will be delivered by Sir Frederick Pollock, of London.

An appropriation bill before the Pennsylvania legislature contains a provision to grant a subsidy of \$5,000 to *The Pennsylvania School Journal*. This is opposed on the ground that unearned bounties are contrary to public policy and subversive of public interests.

A band of students of the University of Michigan during the night time raided a Chinese opium and gambling den in the city and completely wrecked it.

The Chinese government has announced its intention of sending Chinese students to France to be instructed in scientific lines. It also intends to introduce a system of instruction in China similar to method of scientific teaching in France.

President Alderman, of Tulane university, is planning for an enthusiastic celebration of "Founders' Day" on March 12. Edward M. Shepard, of New York, is to deliver the principal address.

Prof. A. E. Ortmann, of Princeton university, has accepted the position of curator of Invertebrate Zoology in the Carnegie museum at Pittsburgh. Dr. Ortmann is a celebrated naturalist, and was at one time in charge of the museum at Strassburg, Germany.

JACKSON, MISS.—It is proposed to establish a school of journalism, to familiarize young men with newspaper work at the University of Mississippi.

A wild cat attacked Jennie Foss, a teacher at Florence, Wis., in the school house recently. When the animal entered the school Miss Foss kept it at bay with an umbrella, when a neighbor happened on the scene and shot the animal.

PENNINGTON, N. J.—Dr. O'Hanlon who has been president of Pennington seminary for thirty-two years, has resigned. Dr. J. W. Marshall, of Camden, N. J., has been elected to succeed him.

Dr. Regina Katharine Crandall has been elected to a position in the English department of Bryn Mawr college. Dr. Crandall is an A.B. of Smith college and a Ph.D. of the University of Chicago. She was an assistant in Smith from 1896 to 1899, and an instructor in history at Wellesley college.

The United States Naval academy has introduced the use of the phonograph and gramophone in the teaching of languages. It is found that the machines facilitate the teaching, and that the students acquire the correct pronunciation by this method better than in any other way.

In the future all printed matter used in the Keokuk, Iowa, schools, with the exception of text-books, must bear the imprint of the union label.

Sir William Turner, who has been elected principal of the University of

Edinburgh, occupied for thirty-six years the chair of anatomy of that university, known as the first chair of the empire. It is the best endowed chair in Great Britain, if not in the world, being worth \$10,600 a year.

A bill is before the Wisconsin legislature to introduce the reading of Miss Tarbell's history of the Standard Oil Company into all the schools of the state.

A tri-county spelling contest is to be held in Washington, Ia., July 3. The counties interested are: Keokuk, Washington, and Wapello. The pupil who wins will receive \$20 for the school he represents and \$5 for himself. Any teacher whose pupil wins in the contest will have 20 per cent. added to each of his certificate grades in orthography and reading.

The body of a pupil of a Pennsylvania public school was recently found in the school cesspool. The boards over the pool had given way and he had been drowned. The school board is blamed for negligence as it was notified over a year ago that the covering was defective.

Fire broke out in the high school building at Rensselaer Falls during the morning session of Feb. 2. When discovered it had reached such headway that escape by the hall or stairways was impossible, and teachers and pupils were compelled to jump from the windows. Those on the second floor jumped twenty feet, landing on a wood pile, and many were severely injured. The building and its contents were entirely destroyed. The fire was caused by a defective furnace.

The Cornell authorities are taking active measures to stamp out an epidemic of typhoid fever at Ithaca. The college infirmary is filled with students stricken with the disease. Many of the students have been obliged to go to their homes as there are not sufficient accommodations at Ithaca for all the sick.

St. Louis is to build a modern and thoroughly equipped twenty-one room school-house on land recently purchased near the famous Clay school building.

A seventeen-year-old schoolboy of Jamestown, N. Y., recently committed suicide as the result of incessant use of cigarettes.

The schools of Florida celebrated Arbor day on February 6.

APPLETON, WIS.—The students of Lawrence university recently participated in a "flag fight" in which several were injured. Twelve were suspended as a result of their smoking some sophomores out of the dome of the administration building with sulphur.

Three representatives of the French government, MM. E. Boutiller, professor of philosophy at Elers, H. Rondill, professor of modern languages at Montpellier, and E. Dubedout, professor of literature at Janson Le Saily, Paris, have arrived at the University of Chicago to begin the work of organizing a school to aid Frenchmen to study American methods, institutions, and inventions. The school is to contain a normal and engineering department.

The shortage of coal has played a serious part in the running of the Philadelphia school system. Many of the evening schools have been obliged to close owing to the lack of attendance caused by cold rooms. In the day schools there has been an increase of twenty-five per cent. in the cases of sickness among the pupils owing to the cold school-rooms and consequent lack of ventilation.

Prof. William Angus Knight has resigned the chair of moral philosophy,

which he has held at St. Andrews university, Scotland, since 1876, and will devote himself hereafter to literature. He is at present preparing for publication his "Intimations of Immortality," based on the lectures he delivered at the Lowell institute in Boston.

A sensation has been caused at Syracuse university by the expulsion of two girls by Chancellor James Roscoe Day for attending a recent dance with two of the college boys. The girls had been forbidden to go by the preceptress of the college dormitory but refused to obey. Chancellor Day refuses to say more than that college girls in particular must be careful where they go and the hours they keep.

The Duc de Loubat has given \$100,000 to Columbia university to establish a chair of American Archaeology. The first incumbent of this professorship is Marshall H. Saville, curator of Archaeology at the Museum of Natural History and vice-president for anthropology of the American Association for the Advancement of Science.

The second term of the Institute of Pedagogy, conducted by the Catholic university of America has opened with courses embracing lectures on "Principles and Methods," by Superintendent Haaren; "Ethics," by Dr. Duffy, of St. Joseph's seminary, Dunwoodie; "Philosophy of Mind," by Dr. Pace, of the Catholic university. "History of Education," by Dr. Shahan, of the Catholic university; "American Constitutional History," by Dr. McCarthy, of Philadelphia, and lectures on "Library Work," by Dr. McMahon, of the Cathedral Library, New York.

The department of geology of Cornell university has announced a special school of geology and geography as part of its summer session. Sixteen courses are offered—lectures, laboratory work and methods. Provision will be made for extensive field work and geological expeditions. The object of the school is to provide for teachers such theoretical and practical instruction as is necessary in high school work.

To Restrict Child Labor.

The sixteenth annual report on factory inspection, which was issued on February 11, by Commissioner McMackin, of the state department of labor, contains several recommendations for the amendment of the laws regulating child labor. The commissioner suggests that children between twelve and fourteen years of age be required to attend school thru the entire school year instead of eighty days every year, as provided for at present.

He says, also, that the investigations of the child labor committee of New York city, show that fully half of the children who are sent to work in New York by their parents, and represented by them as fourteen years of age, are merely twelve years of age and sometimes even younger.

For this reason the commissioner recommends that a certificate of birth, instead of the parents' affidavit of age, be required before a child under the age of sixteen years can obtain employment in factories, and that children under that age be prohibited from employment in dangerous occupations, to be designated by the governor.

The report says:

Eighty per cent. of the children in New York state, outside of New York city, to whom certificates were issued during the ten months covered by the report, were born in New York state, and it may be assumed that most of these were duly registered by the proper local officers. Hence the age of most of the children applying for employment certificates could be accurately determined by applying to the records of the state de-

partment of health. Provision could be made for the recording of the birth of children born outside the state. The only objection to such an amendment to the law would be the increased expense to the department of health on account of additional clerical work. But the great value of such a system should more than counterbalance the small appropriation needed for two or three additional clerks.

The evils of child labor are much greater outside than inside our factories, namely, children working at home, in stores, at household service, and in offices, messenger service, &c. The failure of the New York city government to enforce the provisions of the mercantile law led Governor Roosevelt in 1899 to recommend that its enforcement be transferred to the state factory inspector, but the legislature did not act upon the recommendation.

The most practicable method of regulation is doubtless to be found in strict enforcement of the compulsory school law, which requires all children between eight and twelve years of age to attend school during the full period of the session, and makes their employment within that term unlawful.

A New Compulsory Law.

Charles W. Cole, of Albany, chairman of the legislative committee of the New York State Association of Superintendents, is preparing a bill for presentation to the legislature to amend the school laws so as to compel children between the ages of seven and fourteen to attend school, thus extending the compulsory period three years. Authority is to be given to superintendents of schools to apply an educational test where children are taught elsewhere than in school. School authorities and police magistrates are to have the power to commit truants and insubordinate pupils to truant schools or institutions for an indeterminate period, making it possible to confine them during school vacations.

State Board for New York.

A bill to organize within the board of regents of the University of the State of New York a state board of education to have jurisdiction over all primary and secondary education in the state, has been introduced in the state senate. This would mean the abolition of the state department of public instruction. The bill provides that this state board of education is to contain nine additional regents who are to be elected by the legislature in 1905, comprising at least one from each judicial district in the state. These regents are to be elected for nine years. They are to be in addition to the regents now holding office, and besides being members of the board of education shall also act as regents. The power of the regents is not changed or restricted. It is provided that vacancies in the state board of regents shall not be filled until the present number of life regents, which is nineteen, is reduced to ten. This board of education is to appoint a superintendent of public instruction to have supervision of the common schools. His term is fixed at five years. He is to possess all the powers now held by the state superintendent of public instruction, who is elected by the legislature.

Texas Notes.

The recent message of the governor recommended the raising the state tax to the constitutional limit, twenty cents on \$100 of property. This is to raise the average annual salary, \$260.32, of the teachers and thus induce well trained persons to come into the school system. The message also recommended more care in issuing teachers' certificates, a revision and codification of the school laws, and the appointment of a state inspector of schools.

Ella M. Edwards, of Buffalo, N. Y., a graduate of the Albany library school, is assistant librarian in the State University library.

The enrollment of the academic department of the State university is 812, thirty more than last year.

The first Cecil Rhodes scholarship in Oxford awarded to an American has been given to Eugene Heitler Lehman, of Colorado, a Yale graduate of the class of 1902.

During his first year at New Haven he won the Griffen gold medal for oratory. He also won the Ten Eyck prize for oratory and was one of the debating team at each of the successive inter-department contests. During his senior year in college he received the Townsend prize for the best essay and the De Forest prize for delivering the best oration.

Both the essay and oration were on Zionism. After graduating last June Lehman came and took a graduate course in philosophy in Columbia.

Lehman will enter Oxford next autumn. He is a pupil of Dr. Felix Adler, and it is his intention to study the conditions of the Jews in Russia and the East, with a view to their amelioration.

Carlisle Graduates Celebrate.

The fifteenth annual commencement of the Indian Industrial school, at Carlisle, Pa., was held on February 12. The Indian band played the class march composed by J. R. Wheelock, a full-blooded Indian and brother of Dennison Wheelock, a former leader of the band, who is a graduate of the school.

Emery E. Wilbur, a Sioux from Wisconsin, delivered a well-written oration on "Industry and Independence." There were many other orations which were greeted with applause from the visitors. Bishop Chandler C. C. McCabe, in presenting the diplomas to the forty-seven boys and girls graduated, expressed his astonishment at the rapid progress being made at the school.

Since its opening on Oct. 5, 1879, 4,587 pupils have been enrolled. The attendance at present numbers over one thousand. Owing to the many false reports that are in circulation, declaring that Carlisle graduates are returning to their homes and resuming their own mode of living, Colonel Pratt made a special effort to have a large number of his old pupils attend this commencement.

Two hundred graduates were assembled in the gymnasium and gave their experiences since leaving the school. White Buffalo, who was reported to have killed three young girls, made a speech saying that he was a well-to-do farmer. Colonel Pratt publicly congratulated him for trying to place Draper, *The North American* correspondent and author of the story, in jail.

Among the others who spoke were Ralph Eagle Feather, a graduate of the first class ever sent from Carlisle, and now a carpenter. Laura DuBoines, now an interpreter for her people; Stacy Neatlock, former football star, now a teacher in Utah; Miss Anderson, a teacher in Arizona; Cayou, a football star, now attending the University of Illinois, and William Hazlet, founder of a town and vice-president of a bank in Oklahoma.

Among the 8,000 spectators who witnessed the exercises there were at least 200 members of the Pennsylvania senate and house of representatives.

Other prominent visitors were Gen. John Eaton, of Washington, D. C., ex-commissioner of education; Miss Jackson, daughter of the Rev. Dr. Sheldon Jackson, for many years at the head of Indian education in Alaska, and Dr. Carlos Montezuma, of Chicago, the Apache Indian physician.

In and Around New York City.

The New York Educational Council will meet in Law Room No. 1, New York University, Washington Square, Saturday, February 21, at 10.30 A.M. Means of Stimulating Pupils to Self-Government and Self-Control" will be discussed by Prin. D. A. Preston, Brooklyn; Prin. Albert Shiels, Manhattan; and Prin. David B. Corson, Newark, N. J. Teachers who have successfully tried any particular system of "Self-government," are requested to present their experiences. After the meeting the usual lunch will be at the Hotel Albert. Prin. James M. Grimes, of Mt. Vernon, N. Y., is the president of the council.

The amount of money allowed for general repairs in the schools has been apportioned as follows: Manhattan, \$409,272; Bronx, \$89,327; Brooklyn, \$354,250; Queens, \$92,650, and Richmond, \$54,500.

It seems probable that if the proposed scheme for a change in the Teachers' Retirement fund is brought about, that the teachers who retired before 1894 in Manhattan, and 1895 in Brooklyn, and have not received anything from the present fund, will receive pensions from the city.

Dr. L. H. Gulick, the new physical supervisor, will seek to establish swimming pools in every school in the city. The German schools recently introduced swimming into their course of study. At first only two per cent. of the pupils were interested, but now 98 per cent. avail themselves of this opportunity of learning the art. Physicians find that the number of cases of illness among the pupils has greatly increased since the advent of swimming.

During February, March, April, and May a series of lectures to East side teachers will be given by David Blaustein, under the auspices of the University Settlement.

It is the purpose of the lectures to afford teachers an opportunity to acquire knowledge of their pupils' home life and the history of their pupils' parents.

The subject will be treated as follows: Feb. 13, "The Different Nationalities on the East Side;" Feb. 27, "Political and Economic Conditions of Eastern Europe;" March 13, "Public and Private Schools in Eastern Europe;" March 27, "Social and Religious Life in Eastern Europe;" April 10, "The position of Woman in Eastern Europe;" April 24, "Causes for Emigration from Eastern Europe;" May 8, "The Difficulty of the Immigrant in Adjusting himself to American Conditions;" May 22, "What the teacher can do for the Immigrant Parent."

A resolution has been introduced in the legislature to appoint a committee of five to investigate the selection, purchase, and public use of text-books in the schools of the state. This is said to be aimed at an alleged "Book Trust." The resolution declares that it is a common rumor that the text-books and supplies used in the public schools of the state and particularly in New York city, are controlled by a trust, and that the prices demanded for them are far in excess of what they would be if not so controlled.

At the annual banquet of the New York University Alumni Association, George T. Powell, director of the school of Practical Agriculture and Horticulture at Poughkeepsie, advised young men particularly educated men, to turn back to the soil for their life work, that that is, in his opinion, the only field in the United States which is undeveloped and not overcrowded.

It is announced that the new buildings for the City college, at 140th street and Amsterdam avenue, will be ready for oc-

cupancy on Sept. 1, 1904. The contracts have been awarded for the excavation and foundation work and the contractors will begin work immediately. About \$2,887,724 will be needed to complete the work in accordance with the plans drawn by Architect George B. Post.

Dr. Maxwell intends to recommend to the committee on buildings that special attention be paid to the schools of Long Island City and Queens, which he states are in a deplorable condition. Some are located in rented tenements, while others are housed in buildings unfit for school purposes.

The second appellate division of the supreme court, in the case of Katharine R. Callahan against the board of education, has decided that the legislature, in referring in the Greater New York charter to teachers in the schools at the time the act took effect, and providing that they could only be removed for cause, did not intend to draw any distinction between those then in the employ of the city and those subsequently appointed. According to this decision, the reduction of a teacher from one grade to another, including a reduction in salary, is a removal, and if there are no charges produced, it is illegal. In other words the law means that a public school teacher once employed is to hold his or her position during good behavior and competency.

Special exercises are to be held on February 23 commemorative of the opening of the new building for the Wadleigh high school.

On account of the large number of applicants for admission to the sub-freshman department of the College of the City of New York, the college authorities have refused to consider any further applications.

An extension is to be built to the New York truant school upon the plot adjoining the present structure.

The annual luncheon of the New York Teachers' Association will be held at the Hotel Vendome, on Saturday afternoon, February 28. The club-house project is to be thoroughly discussed at that time.

Mayor Low has appointed Henry W. Taft a trustee of the College of the City of New York.

Dr. Maxwell has issued a circular to the district superintendents asking them to consider the providing of accommodations in each girls grammar school for a cooking class, in order to extend that branch as much as possible. The teachers of cooking are to be required to have two classes in the morning and one in the afternoon.

Com. G. C. Hanus, superintendent of the Nautical school, has announced that the schoolship St. Mary's will sail much earlier this year than last and emphasizes the prompt enrollment by prospective students. It is planned to sail about April 20.

The Teachers college library has received a large collection of valuable books on education in the Argentine Republic and South America.

Prof. Joseph J. Thomson Cavendish, professor of experimental physics in the University of Cambridge, has felt obliged to decline the call to the chair of physics of Columbia university.

Miss Fannibelle Curtiss, director of kindergartens for the borough of Brooklyn, has been granted a leave of absence to enable her to take a short rest.

Jacob W. Mack, chairman of the committee on elementary schools, has presented about a hundred pictures to various schools. This makes the fourth

collection Mr. Mack has presented to the schools. Those in the present collection are large photogravures showing animals and children painted by some of the famous artists.

Joseph L. Markley, professor of mathematics in the University of Michigan, will have charge of the department of mathematics in the New York University Summer school.

Prof. C. E. Houghton and Instructor Wesley W. Burden, of the School of Applied Science of New York university, are preparing a model of the buildings at University Heights as the exhibit of the school at the St. Louis exposition.

The trustees of Columbia university have conferred the degree of Doctor of Laws upon Pres. Andrew Sloan Draper, of the University of Illinois. In presenting Dr. Draper, Dean Van Amringe said: "The Hon. Andrew Sloan Draper has long been distinguished in this country and elsewhere for his knowledge of the principles of education; for his thoro acquaintance with the intricate and recondite subjects of educational organization and administration, in which his rare skill has been practically shown in his official position—as state superintendent of public instruction in New York, as city superintendent of schools in Cleveland, Ohio, in his present position as president of the State University of Illinois—and for a monograph on which he was awarded a medal at the Paris Exposition of 1900."

The trustees of the Temple Emanu-El have given Columbia university \$10,000 to endow a Gustav Gottheil lectureship in Semitic languages. The executors of the estate of the late Julius Beer have also given \$10,000 to provide for lectures under the direction of the faculty of political science.

The eighteenth annual exhibition of the Architectural League of New York is to be held at the building of the American Fine Arts Society, at 215 West 57th St., from February 15 to March 7, inclusive. The exhibition will consist of architectural drawings in plan, elevation, section, perspective detail, drawings of decorative works, cartoons for stained glass, models of work, work executed in stone, wood, bronze, wrought iron, mosaic, glass and leather, sketches and paintings of decorative subjects.

The committee of aldermen that has charge of the arrangements for celebrating in May the two hundred and fiftieth anniversary of the conferring of municipal powers upon New York city has decided that one prominent feature will be the display of pictures and relics of historic times by means of stereopticons in the public schools.

Supreme Court Justice Gaynor has handed down a decision in the suit of Jeannette Baum, the Brooklyn Teachers' Association and the Glass Teachers' Association for a writ of mandamus to compel City Supt. Maxwell and the board of education to file certain eligible lists of school teachers for promotion as provided for by the by-laws adopted on June 25, 1902. The board contends that it has a right to examine eligibles and the decision of Justice Gaynor supports this contention.

The Child Labor Problem.

In an address at the recent annual dinner of the doctors of pedagogy in New York, City Superintendent Maxwell declared that child slavery is worse in New York city than in South Carolina. "In the United States to-day, children, five and six years old, work from six in the morning until six at night and at the hardest and most trying kind of labor. These children are being ruined by

thousands by the manufacturers. It is killing the whole white race of the South. It is surprising, but the absolute truth, that things just as bad are going on right here in New York city. Child slavery thrives here in greater proportions than in the South. There are parts of this city where little children are driven to work early in the morning for two hours, then sent to American schools, and after school are forced into sweat shops where they are obliged to work until eleven o'clock at night. What we ought and what we have got to do is to stand for the rights of children, not to work, except for the work that children are created for—the work of healthy play."

In conclusion Dr. Maxwell sharply criticised the teachers who were responsible for the recent suits in Brooklyn against various parts of the Davis law. "No teacher," he said, "ought to take such action as will injure their standing before the community. Strange as it may seem, there are teachers who have done just the things they ought not to do. "Where is the ethics of the teaching profession when teachers are willing to take actions detrimental to the profession?"

Where Reform is Needed.

The Evils of the Public School System was the subject of a paper ready by Prin. Lewis of P. S. No. 11, Brooklyn, at a recent meeting of the Urban Club. He said that "the principal defect in the public schools is their size. That is perhaps, the outcome of a national tendency. We want everything so large. There is a proposal to build seven story school-houses. It would be much better to build a number of small schools. The classes are far too large, for a class of seventy-five children is a common size. In a class of that number a teacher cannot possibly learn the individuality and personality of each pupil as she ought to know it to teach properly. The teaching, necessarily, must be done in a mass."

"No man has yet succeeded in bringing about rational teaching," Prin. Lewis added, "The hours are too long for many children. Children of from five to ten years should not be at school longer than three hours a day. After that length of time they grow tired, the brain absorbs no more, they sit there waiting for the time to pass. The better way would be to have two sessions, a morning and afternoon one, for two sets of children."

"Then, grammar is a subject which should not be attempted by very young pupils. But language lessons should begin in the kindergarten. Grammar, as it is frequently taught is a detriment. Arithmetic too, is overdone. The chief mark to the child is the dollar mark. The fundamental rules and fractions are important, of course; but why worry a child for weeks over least common multiple and greatest common measure, things that he will, ten to one, never think of again in the course of his days nor have occasion to use."

New President of Stevens.

Alexander Crombie Humphreys, who was appointed to succeed the late Dr. Henry Morton as president of Stevens institute, Hoboken, has been formally installed. In his inaugural address President Humphreys said that in the past there has been a tendency in our technical schools to specialize too closely. "While it is our duty as teachers and guides to see to it first that the men entrusted to us should be producers and not dependents, that the problem of self support should first be honestly and squarely met, we should further endeavor to cultivate in them aspirations for the higher things of this life and the life to come. But let us be careful that the reaction from the fault of too close specialization does not carry us to the other extreme."

Addresses were also made by Andrew Carnegie, Pres. Charles F. Thwing, of Western Reserve university, and Pres. H. S. Pritchett, of the Massachusetts Institute of Technology. It was announced that Col. E. A. Stevens has

given sufficient ground for the erection of a dormitory for the institute. Professor Edgar Marburg, of the University of Pennsylvania, announced that that institution has awarded the degree of doctor of science to President Humphreys.

Chicago and Thereabout.

Supt. E. G. Cooley and Margaret Haley, of the Teachers' Federation, led a discussion of the proposed education bill at the last meeting of the Chicago Woman's Club. The meeting was a spirited one, the several speakers being extremely emphatic in their remarks. Supt. Cooley endorsed the bill as being merely the enactment of present rules, under which the school system has prospered, into law. He denied that the proposed bill would create a "one man" power.

Miss Haley described it as a deathblow to democracy in the schools. She declared that none of the teachers desired the bill passed.

The Chicago Principals' Association has endorsed the departmental system in last grades of the grammar school, in order that the change to the system in vogue in the high schools may be less a hardship for the pupils.

Supt. E. G. Cooley is decidedly dissatisfied with the present conditions of the evening schools. At the end of this school year all evening teachers' licenses are to be revoked and none will be issued except after examinations.

In a recent address Supt. E. G. Cooley, defended the education bill now before the Illinois legislature. He denied that the proposed bill would create a system under a one-man power. "The term 'one-man power' is a misnomer," he said. "The superintendent is not to have the power to select the teachers and textbooks. The plan only requires that he pass on proposals, as an expert in educational affairs, before they go before the board of education. The result of this system would be to fix responsibility and give publicity to all work. The only censure against the scheme has arisen because a few incompetent teachers have been cut off."

Complaints were made to the Chicago board of education that a certain teacher had tuberculosis in a dangerous form and thus was constantly a danger to her pupils. The principal of the school was notified and he appealed to the board of education to take some action. He said that the teacher certainly had tuberculosis but she was also taken with Christian Science and denied the presence of any disease. Supt. Cooley was authorized to dismiss the teacher and hereafter, whenever he may deem it expedient, he may insist on the physical examination of applicants for licenses or teachers in the service.

The senior class of the Hyde Park high school have given up their formal graduation exercises, and have presented the \$500 raised to defray the expenses to Prin. Charles W. French for the purpose of sending him to Europe. Mr. French has been forced to take a vacation by the development of nervous prostration.

Sanguinary word paintings of war and its horrors are to have no place in future school exercises in Chicago. This differs widely from the nature of the exercises of the past and the change was brought about thru the efforts of the Chicago Peace Society. In bringing the matter before the school management committee of the board of education Supt. E. G. Cooley said, "The address at the celebration of patriotic holidays last year were so full of horrors that both teachers and pupils were shocked. Let us try to teach the children rather the victories and glories of peace than of war."

There is a movement on foot in Chicago to change the name of the South Division high school to the Wendell Phillips school. Many of the alumni object to this change and demand, that, if the name be changed, the school be called after Jeremiah Slocum, principal of the school for the last twenty-four years.

It is reported that Northwestern university has engaged an agent whose business it is to induce students to attend this university after leaving preparatory schools.

A memorial meeting in honor of the late Alice Freeman Palmer was held in Chicago on February 22. Pres. James B. Angell, of the University of Michigan, paid an eloquent tribute to her memory.

The authorities of Illinois college, at Jacksonville, Ill., and the University of Chicago have signed an agreement for the affiliation of the two institutions. By the terms of the contract the university agrees to offer the students of the college its examinations free of cost in all the subjects taught in the college, to confer on students passing the examinations, certificates or degrees such as are granted for similar work in the university; to give three scholarships to graduates of the college in the university graduate school, and to help the college in buying books, apparatus, and supplies. The college agrees to use only the examinations furnished by the university, to adopt a course of study similar to that in force in the university, and to elect only such instructors as are nominated by a joint committee of the university and college. Illinois college is the oldest college in the state, being founded by the famous "Yale Band of Seven," in 1829.

Recent Deaths.

Warren L. Wheaton, a founder and trustee of Wheaton college, Wheaton, Ill., died recently.

Edward Byles Cowell, LL.D., D.C.L., a world-famous English authority on Sanskrit, died recently. He was graduated from Magdallan college, Oxford, and became in 1856, professor of history at a school in Calcutta. In 1858 he was made principal of the government Sanskrit college at Calcutta. In 1867 he was made professor of Sanskrit at Cambridge university.

LYNN, MASS.—Mr. Orsamus B. Bruce, who has been at the head of the schools in this city for many years, died on February 8. He was a native of New York city and was prominent in the Civil war. He served under General Butler and acted as dispatch-bearer between Fort Monroe and Hatteras. He also served in the adjutant's department. Mr. Bruce began teaching in a country school near Binghamton, N. Y. Later he attended the Binghamton academy and soon after he was elected principal of one of the grammar schools in that city, a position which he held for upward of fifteen years and which he resigned to become the superintendent of schools. This last position he filled but two years when he removed to Lynn. Since he retired from the superintendency at Lynn he has been in business in Boston.

Prof. H. C. Hamilton, a veteran school teacher of St. Louis, died recently at St. Clair, Mo. He was a graduate of the common schools of St. Louis and of St. Louis university. He was a member of

the board of education of that city and a director of the polytechnic department of Washington university. For twenty-one years he was a member of the faculty of the German institute of St. Louis and later was at the head of the English department of the Educational institute of the same city. Some years ago he retired from active work and removed to St. Clair, Mo. His enthusiasm for his work was so great that up to the time of his death he taught the district school of the town for love of teaching,

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Very Few People

Are Free From Some Form of Indigestion.

Very few people are free from some form of indigestion, but scarcely two will have the same symptoms.

Some suffer most directly after eating, bloating from gas in stomach and bowels, others have heartburn or sour risings, still others have palpitation of the heart, headaches, sleeplessness, pains in chest and under shoulder blades, some have extreme nervousness, as in nervous dyspepsia.

But whatever the symptoms may be, the cause in all cases of indigestion is the same, that is, the stomach for some reason fails to properly and promptly digest what is eaten.

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The point of this experiment is that what Stuart's Dyspepsia Tablets will do to the egg in the bottle it will do to the egg or meat in the stomach and nothing else will rest and invigorate the stomach so safely and effectually. Even a little child can take Stuart's Tablets with safety and benefit if its digestion is weak and the thousands of cures accomplished by their regular daily use are easily explained when it is understood that they are composed of vegetable essences, aseptic, pepsin, diastase and Golden Seal, which mingle with the food and digest it thoroughly, giving the overworked stomach a chance to recuperate.

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New England Notes.

At the thirty-eighth annual meeting of the Massachusetts' Superintendents' Association held in Boston on February 6, the following officers were elected: President, T. H. Carfrey, of Northampton; vice-president, W. Scott Ward, of Athol; secretary and treasurer, Henry F. Bailey, of Scituate.

ANDOVER, MASS.—Expert engineers have examined the main recitation building at Phillips Andover academy and have condemned the structure as unsafe. The building has been closed until the necessary repairs are made. It is a three-story structure containing ten recitation rooms, a library, and the academy hall.

An effort is being made by the Twentieth Century Club to arouse sufficient public interest to guarantee the establishment in Boston of an endowed school of Biblical literature and history. The plan is to have an absolutely non-sectarian institution, and the general object will be to put the general public, clergymen, scholars, and Bible students in personal touch with the noted Biblical scholars and authorities connected with the great colleges and universities.

The senior class of the Yale Forestry school will practice forestry this spring on the grounds of the U. S. Military academy at West Point. The bureau of forestry has made a working plan for the management of the 2,000 acres of hardwood forest belonging to the academy and turned the work over to the Yale school.

Expansion in the West.

Increased trade with the Orient and wonderful commercial activity are 1903 features along the Pacific coast.

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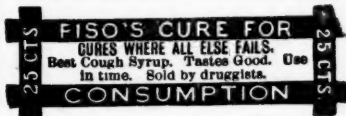
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Literary Items.

The February *Atlantic* opens with an article on "Sensational Journalism and the Law," by George W. Alger, in which he discusses the methods and excesses of yellow journalism, in its efforts to influence legislation and the judiciary. Pres. Arthur T. Hadley contributes an article on "Academic Freedom in Theory and Practice." M. A. DeW. Howe furnishes "Some Episodes of Boston Commerce," the first of a series of historical papers. Canon H. D. Rawnsley follows his former *Atlantic* article by one entitled "With the Pre-Dynastic Kings in Egypt." J. T. Trowbridge continues his "My Own Story" with an article on his experience as a writer in New York. Rollin Lynde Hartt treats "The Literary Pilgrimage"; Paul E. Moore's study of "Lafcadio Hearn"; A. V. W. Jackson reviews "Early Persian Literature," and Charles Rice treats a "New Interpreter of East-side Life."

Language Through Nature, Literature and Art, by H. Avis Perdue and Sarah E. Griswold. "The purpose of this book," as stated in the preface "is



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Tickets for this tour, covering all features until arrival at Los Angeles, with transportation only returning independently on regular trains via going route, New Orleans, or Ogden and St. Louis, and good to stop off at authorized Western points, will be sold at rate of \$109.50 from New York, \$107.75 from Philadelphia, \$104.75 from Baltimore and Washington, \$98.00 from Pittsburgh; returning via Portland, \$11.00 more.

No. 2. YELLOWSTONE PARK TOUR.

Special train of baggage, Pullman dining, drawing-room, sleeping, and observation cars will leave New York May 12, going via Chicago, Denver, Colorado Springs, and Salt Lake City, with stops en route, arriving Los Angeles May 20; returning, leave Los Angeles June 1, via Santa Barbara, San Jose, San Francisco, Seattle, and St. Paul, with stops en route and a complete tour of Yellowstone Park; arriving New York June 23. Rate, including all necessary expenses except hotel accommodations in Los Angeles and San Francisco, \$253.00 from New York, \$251.25 from Philadelphia, \$249.25 from Baltimore and Washington, \$244.00 from Pittsburgh, and proportionate rates from other points.

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Tickets for this tour, covering all features until arrival at Los Angeles and transportation only returning, independently via direct routes with authorized stop overs, will be sold at rate \$121.00 from New York, \$118.50 from Philadelphia, \$116.00 from Baltimore and Washington, \$110.00 from Pittsburg; returning via Portland, \$11.00 more.

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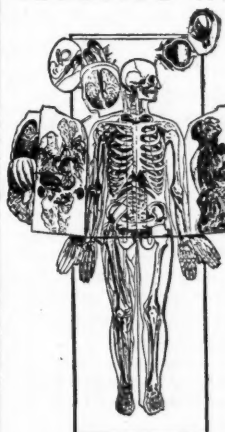
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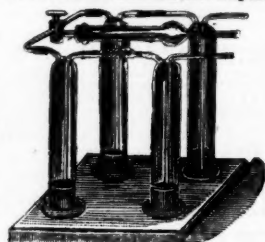
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